

**AGENDA for the Joint Meeting of the
Sierra County Board of Education
and the
Sierra-Plumas Joint Unified School District Governing Board**

April 08, 2025

5:00pm CLOSED Session

6:00pm Regular Session

Meeting Location:

Downieville: Downieville School, 130 School St, Downieville CA 95936

Zoom for the public:

Link: <https://us02web.zoom.us/j/81175290926>

*Phone dial-in: 669-900-9128 (Press *6 to unmute)*

Webinar ID: 811 7529 0926

Board Members:

Area 1: Patty Hall – phall@spjUSD.org

Area 2: Rhynie Hollitz (Vice President) – rhollitz@spjUSD.org

Area 3: John Martinetti (Clerk) – jmartinetti@spjUSD.org

Area 4: Kelly Champion (President) – kchampion@spjUSD.org

Area 5: Richard Jaquez – rjaquez@spjUSD.org

Any individual who requires disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent(s) or designee in writing.

Any student or parent/guardian who wishes to have directory information or personal information, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes should contact the Superintendent(s) or designee in writing.

Public inspection of agenda documents that are distributed to the Board less than 72 hours before the meeting, will be made available at Sierra County Office of Education, Room 3, 109 Beckwith Road, Loyalton, CA, 96118, and posted with the online agenda at <http://www.sierracountyschools.org> (Government Code 54957.5).

A. CALL TO ORDER

Please be advised that this meeting will be recorded.

B. ROLL CALL

C. APPROVAL OF AGENDA

D. PUBLIC COMMENT FOR CLOSED SESSION

At this time, the meeting opens for any public comments regarding the Closed Session item(s).

E. CLOSED SESSION

The Board will move into Closed Session to discuss the following item(s):

1. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board: James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:

Unrepresented Employees: District Superintendent
Sierra-Plumas Teachers' Association
Classified Employees
Confidential Employees
Administrative Employees

2. Government Code 54957
PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Title: District Superintendent

F. RETURN TO OPEN SESSION and ADJOURN FOR BREAK

G. 6:00PM – RECONVENE

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

J. INFORMATION/DISCUSSION ITEMS

1. Correspondence
 - a. Letter from FEMA regarding Loyaltan Elementary School and Loyaltan High School roofs**
 - b. Letter from RIMKUS regarding insurance settlement for all school sites**
2. Superintendent Reports
 - COUNTY—SCOE
 - a. Advocacy
 - b. Technology Specialist II added to Classified Salary Schedule (County position)
 - DISTRICT—SPJUSD
 - c. Transportation update
 - d. Facilities update
3. Business Report
 - a. Monthly Chronic Absenteeism Rates**
 - b. Seventh Month SPJUSD Enrollments for the 2024-2025 School Year**
4. SPTA Report
5. Board Workshops for Governance Handbook, Board Goals, and Strategic Plan
6. Committee/Board Member Reports
7. Public Comment – This is an opportunity for members of the public to directly address the governing board on any item of interest that is within the subject matter jurisdiction of the governing board. Three (3) minutes may be allotted to each speaker and a maximum of twenty (20) minutes to each subject matter.

K. CONSENT CALENDAR

1. Approval of minutes for the Regular Joint Meeting held March 19, 2025**
2. Approval of Board Report-Checks Dated 03/01/2025 through 03/31/2025
 - a. SCOE**
 - b. SPJUSD**
3. Approval of Quarterly Report on Williams Uniform Complaints for the quarter ending 03/31/2025
 - a. SCOE**
 - b. SPJUSD**
4. Approval of the following SPJUSD personnel items:
 - a. Assignment of Isaac Price, 2024-2025 Golf, Loyaltan High School
 - b. Resignation for Kathleen Epps, Instructional Aide, Downieville School, .9 FTE (5.4 hours/day), effective April 30, 2025
 - c. Authorization to fill Instructional Aide, Downieville School, .9 FTE (5.4 hours/day)
 - d. Resignation for Kayla Seeland, Cafeteria Worker, .50 FTE (4 hours/day), effective April 25, 2025

- e. Authorization to fill Cafeteria Worker, .44 FTE (3.5 hours/day)
- f. Assignment of Alysia Massey, Cafeteria Worker, .44 FTE (3.5 hours/day), effective April 28, 2025
- g. Assignment of Kayla Seeland, Cafeteria Worker II, .68 FTE (5.4 hours/day), effective April 28, 2025

L. ACTION ITEMS

- 1. Old Business
 - a. Approval of the 2025-2026 School Calendars**
- 2. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Approval of purchase of building for new Wellness Center**

COUNTY—SCOE

- b. Approval of purchase of building for new District Office**

DISTRICT—SPJUSD

- c. Approval of the Sierra-Plumas Joint Unified School District Ethnic Studies Course Outline, second reading^^
- d. Approval of the 2025-2026 Extra Duty Assignments and Stipends to be filled**
- e. Approval of Middle School Plan**
- f. Acceptance of a 2017 Ford StarCraft – Class A Starlite bus from Sierra County Transportation Commission**
- g. Review and award bid for the 2007 Honda CR-V**
- h. Approval to surplus the following:
 - 1. 1994 Chev Suburban, VIN 1GNGK26K2RJ351939
 - 2. 1998 Chev PU, VIN 1GCGK24ROWZ275420
 - 3. Crane Chef stove
 - 4. General Electric stove

BOARD POLICIES AND BYLAWS

Board Bylaw 9310: “The Superintendent or designee shall develop and present a first reading at a public Board meeting and action may be taken on the proposed policy. The Board may require additional readings if necessary.”

New for April 8th – First Reading

- i. 5125—Student Records**
- j. 5131—Conduct**
- k. 5131.6—Alcohol and Other Drugs**
- l. 5131.8—Mobile Communication Devices**
- m. 5141.5—Mental Health**
- n. 5141.52—Suicide Prevention**
- o. 5145.13—Response to Immigration Enforcement**

M. ADVANCED PLANNING

- 1. The next Regular Joint Board Meeting will be held on May 13, 2025, at Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118 at 6:00pm. If needed, Closed Session may be held before the Regular session beginning at 5:00pm. Zoom videoconferencing will be available for the public.
- 2. Suggested Agenda Items

N. ADJOURN



James Berardi,
County Superintendent



Sean Snider,
District Superintendent

** enclosed

* handout

^^ prior meeting handout

James Berardi, County Superintendent – jberardi@spjUSD.org

Sean Snider, District Superintendent – ssnider@spjUSD.org

Kristie Jacobsen, Executive Assistant to the Superintendents – [kjacobson@spjUSD.org](mailto:kjacobsen@spjUSD.org)

Randy Jones, Director of Business Services/CBO – rjones@spjUSD.org

Office: 530-993-1660 x0

Email schoolinfo@spjUSD.org to be added to the agenda email list.



ELIGIBILITY DETERMINATION MEMORANDUM

Sierra-Plumas Joint Unified School District

Project No.	734295	Applicant Type <input type="checkbox"/> State Agency <input checked="" type="checkbox"/> Local Government <input type="checkbox"/> Tribe <input type="checkbox"/> Private Nonprofit
Version No.		
Damage Inventory Nos.	1339742, 1339743	
Project Title:		Loyalton Elementary School/ High School - Roof
Category of Work:		E - Buildings and Equipment
Amount Requested:	\$ 605,349.62	Eligibility Issue Type(s) <input type="checkbox"/> Applicant Eligibility <input type="checkbox"/> Facility Eligibility <input checked="" type="checkbox"/> Work Eligibility <input type="checkbox"/> Cost Eligibility
Amount Denied:	\$ 605,349.62	
Issue Keyword(s):		Result of Declared Disaster/Lack of Documentation

Applicant Description:

On April 3, 2023, the President issued a major disaster declaration (FEMA-4699-DR-CA) due to severe storms, flooding, landslides, and mudslides throughout California, with an incident period of February 21, 2023, through July 10, 2023. The Sierra-Plumas Joint Unified School District (Applicant) requests reimbursement under the Federal Emergency Management Agency (FEMA) Public Assistance (PA) program for work to repair their Elementary (DI 1339743) and High School (DI 1339742) buildings' (Facilities) roofs. The total amount claimed by the Applicant to return their Facilities back to pre-disaster condition and function is \$605,349.62.¹

The Applicant claims the Facilities were damaged by strong storms that brought heavy ice and snow for an extended length of time. The weight of snow and ice damaged the roofs, causing water intrusion into the buildings damaging interior ceiling tiles.²

FEMA conducted a site inspection of the Facilities on June 27, 2024. The Site Inspection Report (SIR) includes photographs documenting the Facilities' condition.³ Photos from the SIR of the

¹ 736673-4699-CA-CRC Costing Spreadsheet.xlsx

² Project 736673: 7th District Agricultural Association, Monterey County Fair DR-4699 CA, *Grants Manager*, Damage Description and Dimensions tab.

³ DR-4699-Sierra-Plumas JUSD WO#98953 DI#1339742 SignedSIR.pdf; DR4699 Sierra-Plumas JUSD WO#98953 DI#1339743 SignedSIR.pdf; Sierra-Plumas JUSD WO 98953 DI 1339742 Loyalton HS PhotoPage.pdf; Sierra-Plumas JUSD WO# 98953 DI# 1339743 Loyalton ES Photo Page.pdf



roof structures depict some areas where flashing and shingles have been slightly lifted, but no signs of significant snow and ice crush are visible.

Additionally, the Applicant carried hazard insurance on the Facilities and supplied FEMA with the results of the insurance agency's independent adjuster's report.⁴ For the Elementary School Facility, the adjuster noted the roof was an undetermined age and was in very poor condition but did not exhibit any large openings or crush zones that would be indicative of heavy snow and ice. He also noted that on the interior of the building there was observed water damage to less than 100 ceiling tiles spread throughout the building indicating many small leaks not attributable to one event. On April 8, 2024, a second roof inspection was performed by a local contractor on the Elementary School and a report was prepared. The contractor noted that the roof was beyond its typical life, the foil roof material used was not the appropriate roof system for that building, previous repairs had been performed, and the roof was in overall poor condition. He added that the existing roofing material showed severe deterioration and did not appear to have had regular maintenance.

The adjuster also surveyed the Facility used as a high school.⁵ During his examination with the Applicant's maintenance supervisor it was noted that this roof was recently replaced but a date was not provided. The adjuster noted on the single-story portion of the building, "we did not see any opening where water could enter the building, and we did not see any evidence of crush from the weight and ice snow that would usually be present, such as crushed gutters. Based on the condition of this portion of the roof, these concerns would either be warranty or workmanship issues that should be addressed by the licensed roofing contractor that installed this roof." Regarding the gym roof the adjuster states, "The gym roof has not been replaced and is old. This roof is worn and shows evidence of maintenance and re-sealing over time." The adjuster noted in each report that the maintenance supervisor indicated they would seal areas that might leak before the incident, but no records were provided to indicate a maintenance schedule, or details of work performed. The adjuster finalized the report by recommending an engineering firm be tasked in determining a cause of damage, as they are unable to determine if the cause was snow and ice, or long-term deterioration.

On October 18, 2024, FEMA contacted the Applicant and requested a copy of the letter of denial or award from the Applicant's insurance provider. However, the Applicant did not provide the finalized insurance settlement which would detail the insurance company's determination of cause of damage

Issue:

Are the repairs to the Applicant's Facilities eligible under the FEMA PA program?

⁴ Project 734295 Elementary Bldg Adjustors Report Q07-23921 First Report

⁵ Project 734295 High School Bldg Adjustors Report Q07-23921 First Report



Applicable Statutes, Regulations, and Policies in Effect as of the Declaration of the Emergency or Disaster:

- The Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended (Stafford Act), 42 U.S.C. § 5121b et seq. (2021):

Stafford Act §§ 406, 312

- Title 2 of the Code of Federal Regulations (C.F.R.) (2022):

2 C.F.R. §§ 200.403(a) and (g), 200.406

- Title 44 of the Code of Federal Regulations (C.F.R.) (2022):

44 C.F.R. § 206.223(a)

- FEMA Policy:

Public Assistance Program and Policy Guide, FP 104-009-2 Version 4 (June 2020) (*PAPPG*)
PAPPG, at 51-52, 64-65, 93, 140, 181-182.

Analysis:

FEMA may provide PA funding to eligible applicants for the repair, restoration, reconstruction, or replacement of eligible facilities damaged or destroyed by a major disaster based on pre-disaster design and function.⁶ To be eligible for PA funding, work must be required as a direct result of the disaster, and the applicant must demonstrate that the damage was directly caused by the incident.⁷ FEMA does not provide PA funding for repair of damage caused by deterioration or deferred maintenance.⁸ Before making an eligibility determination, FEMA considers evidence of regular maintenance, evidence of pre-disaster condition, and the severity and impacts of the incident.⁹ If the applicant does not provide documentation to support its claim as eligible, FEMA cannot provide PA funding for the work.¹⁰

To be eligible, costs must be reduced by all applicable credits, such as insurance proceeds.¹¹ FEMA cannot provide PA funding that duplicates insurance proceeds.¹² FEMA requires the Applicant to take reasonable efforts to pursue claims to recover insurance proceeds that it is entitled to receive from its insurer(s). FEMA may limit funding if the insurance policy provides coverage that should be pursued.

Here, the Applicant is requesting PA funding for work to repair the roofs of their elementary and

⁶ Stafford Act § 406(a)(1)(A), (e); 44 C.F.R. § 206.226; *PAPPG*, at 140.

⁷ 44 C.F.R. § 206.223(a)(1); *PAPPG*, at 51-52.

⁸ 44 C.F.R. § 206.223(e); *PAPPG*, at 52.

⁹ *Id.*

¹⁰ *PAPPG*, at 64.

¹¹ *PAPPG*, at 65.

¹² Stafford Act § 312, 42 U.S.C. § 5155, and 2 C.F.R. § 200.406; *PAPPG*, at 93.



high school buildings. The Applicant submitted documentation that did not support their claim as eligible. Specifically, both the inspection by the independent insurance adjuster and a roofing contractor both noted that the elementary Facility was in very poor condition prior to the disaster. The contractor stated in his report that the roof was beyond its typical service life, the foil roof material used was not the appropriate roof system for that building, previous repairs had been performed, and the roof was in overall poor condition. He added that the existing roofing material showed severe deterioration and did not appear to have had regular maintenance. The high school Facility had its roof recently replaced though a date was undetermined. It did not show signs of damage that may potentially be attributed to the weight of ice and snow but did show signs of improper workmanship. Additionally, the Applicant did not provide documentation to demonstrate regular maintenance of the Facilities or that the observed damages did not exist prior to the event. Finally, the Applicant did not provide the finalized insurance settlement which would detail the insurance company's determination of cause of damage. Based on project information provided the Applicant has not provided sufficient evidence that demonstrates that the claimed damages were directly caused by the declared incident, therefore the request for PA funding is denied.

Eligibility Determination: ☐ Partially Approved ☒ Denied

Notice of Right to Appeal:

The Applicant may appeal this determination, pursuant to Title 44 of the Code of Federal Regulations § 206.206, Appeals. The appeal must be submitted electronically via the FEMA Grants Portal/Grants Manager System (GM). If the Applicant elects to file an appeal, the appeal must:

- 1) contain documented justification supporting the Applicant's position,**
- 2) specify the monetary figure in dispute, and**
- 3) cite the provisions in federal law, regulation, or policy with which the Applicant believes the initial action was inconsistent.**


The appeal must be submitted electronically via Grants Portal/Grants Manager (GP/GM) to the Recipient, California Governor's Office of Emergency Services (CalOES), by the Applicant within 60 days of its receipt of this determination. The Recipient must then electronically transmit the appeal, through GP/GM, with a written recommendation, to Region 9 within 120 days from the date of this FEMA eligibility determination. FEMA must receive the appeal from the Recipient no later than July 31, 2025. The Applicant must submit the appeal to the Recipient no later than June 1, 2025. If you have any questions, please contact your CalOES PA Representative through

DisasterRecovery@CalOES.CA.gov.

Approval:

PA Management: Carter R. Long – PA Infrastructure Branch Director

Signature: **CARTER R
LONG**

 Digitally signed by CARTER R
LONG
Date: 2025.04.02 10:11:06 -07'00'

Date: **4/2/25**



Document Index:

Document Description	File Name
CRC Costing Spreadsheet	ST 734295 - 4699DR - CA - CRC West Costing Spreadsheet.xlsx
Site Inspection Report	DR-4699-Sierra-Plumas JUSD WO#98953 DI#1339742 SignedSIR.pdf
Site Inspection Report	DR4699 Sierra-Plumas JUSD WO#98953 DI#1339743 SignedSIR.pdf
Photo Page	Sierra-Plumas JUSD WO 98953 DI 1339742 Loyalton HS PhotoPage.pdf
Photo Page	Sierra-Plumas JUSD WO# 98953 DI# 1339743 Loyalton ES Photo Page.pdf
Correspondence, Email, Letter, etc.; General Documents; Site Inspection Supporting Documentation	DR4699 Sierra-Plumas JUSD WO#98953 DI#1339743 LoyaltonES Kodiak Inspection.pdf
Correspondence, Email, Letter, etc.	736673 - DR4699CA - Email (DI #1352419 &1352420 - No roof report, maintenance).pdf
General Insurance Documents	Project 734295 Elementary Bldg Adjustors Report Q07-23921 First Report.pdf
General Insurance Documents	Project 734295 High School Bldg Adjustors Report Q07-23921 First Report.pdf



5040 Commercial Circle, Suite F
Concord, CA 94520
(925) 677-7439

February 26, 2025

Ms. Jennifer Williamson
Carl Warren & Company
PO Box 2411
Tustin, CA 92781

Re: Insured: Sierra Plumas JUSD
Claim Number: 3065565
Rimkus Matter No: 100283502
Subject: Response Letter

Dear Ms. Williamson:

It was reported that on, or about, February 24, 2023, there was roof and interior damage following a reported snowstorm at the Downieville Junior-Senior High School, located at 130 School Street in Downieville, California, and at the Loyalton Elementary School and Loyalton High School, located at 700 4th Street in Loyalton, California.

Rimkus was retained to inspect the buildings, review Engineering Evaluation Reports and a Repair Cost Estimate prepared by MKA International, Inc. (MKA), assess the reasonableness of their findings, prepare a response letter, and prepare a repair cost estimate response. Ethan Clayton, P.E., Consultant, and Mr. Ryan Anderson, Building Consultant, inspected the buildings on December 20, 2024, and Mr. Clayton prepared this **Response Letter**. Mr. Anderson prepared the Repair Cost Estimate Response, included as an **Attachment**. This Response Letter was reviewed by Mr. Wayne B. Deming, Practice Leader.

The Downieville Engineering Evaluation Report, which contained three exhibits including photographs, was prepared by Ms. Kimberly D. Scott-Hallet, P.E., S.E., and was dated January 6, 2025. The Loyalton Engineering Evaluation Report, which contained three exhibits including photographs, was prepared by Ms. Kimberly D. Scott-Hallet, P.E., S.E., and was dated January 3, 2025. The Repair Cost Estimate was prepared by Mr. John J. Miller and was dated January 28, 2025.

In the course of our work, Rimkus inspected, measured, and photographed the properties on December 20, 2024. Rimkus reviewed historical imagery from the Google Earth Pro computer application, the Downieville Engineering Evaluation Report, prepared by MKA,

dated January 6, 2025 (Downieville Report), the Loyalton Engineering Evaluation Report, prepared by MKA, dated January 3, 2025 (Loyalton Report), the Repair Cost Estimate, prepared by MKA, dated January 28, 2025, the Sierra County Assessor website, the National Oceanic and Atmospheric Administration (NOAA), and the National Operation Hydrologic Remote Sensing Center (NOHRSC) websites, the American Society of Civil Engineers *Minimum Design Loads and Associated Criteria for Buildings and Other Structures* (ASCE 7-22), *Design of Wood Structures*, by Donald E. Breyer, McGraw-Hill Inc., 3rd Edition, and *Forensic Engineering – Damage Assessments for Residential and Commercial Structures*, Edited by Stephen E. Petty CRC Press, 2021.

Response to the Downieville Report prepared by Kimberly D. Scott-Hallet, P.E., S.E., of MKA

Classroom Building

Ms. Scott-Hallet's Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the ninth page, third paragraph, *“Water from snow/ice melt contributed to the overall quantity of moisture that infiltrated through the roofing; however, the snow/ice from the winter of 2022/2023 did not cause any breaches in the roofing at the Classroom building.”*

Rimkus Response:

Rimkus agreed. During the Rimkus inspection, the polyvinyl chloride (PVC) roofing membrane at the classroom building's roof was wrinkled and lifted in the areas around the roof drains where the reported water intrusion had occurred (**Photographs 1 and 2**). The dark stains around the roof drains (**Photograph 3**) indicated multiple wettings and long-term (in years) exposure to the elements. The roof framing members observed in the building's attic space were intact, undeflected, and connected (**Photograph 4**). Thus, it was determined that the roof framing at the building had not been structurally damaged by the weight of snow and/or ice on, or about, February 24, 2023.

Ms. Scott-Hallet's Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the ninth page, fourth paragraph, *“The gutters along the north edge of the roof had deformations and displacement. The observed conditions are consistent with an accumulation of snow/ ice in the gutters.”*

Rimkus Response:

Rimkus agreed. During the Rimkus inspection, the metal gutters along the north edge of the roof were displaced, bent, and/or creased (**Photographs 5 and 6**). The deformations and displacement in the metal gutters along the north edge of the roof indicated recent damage related to the weight of snow that fell on, or about, February 24, 2023.

Ms. Scott-Hallet's Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the ninth page, fifth paragraph, *"At the north side of the middle portion of the upper roof, storm water was designed to sheet flow off the edge of the roof. A window was located at the exterior wall; storm water from the roof that flowed over the edge of the roof plausibly infiltrated through pre-existing breaches around the window on or about the reported date of loss."*

Rimkus Response:

Rimkus agreed. During the Rimkus inspection, there was a separation in the metal flashing at the roof edge above the window (**Photograph 7**). The top edge of the flashing was bent away from the roof edge, which indicated an installation defect non-related to the snowstorm on the reported date of loss. Thus, it was determined that water infiltrated through pre-existing breaches in the roofing above the window on, or about, February 24, 2023.

Gymnasium Building

Ms. Scott-Hallet's Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the ninth page, sixth paragraph, *"Breaches/distress in the roofing at the subject Gymnasium building as a result of snow/ice accumulation throughout the 2022/2023 winter season were limited to displaced snow guards at the south roof slope, two (2) displaced roof vents, and two (2) leaning roof vents at the north roof slope. The breaches in the roofing permitted water infiltration from snow/ ice melt on the reported date of loss."*

Rimkus Response:

During the Rimkus inspection, there were several displaced snow guards at the south roof facet, and approximately three displaced roof vents and five leaning roof vents at the north roof facet (**Photographs 8 through 10**). Thus, it was determined that the breaches/distress in the roofing at the subject Gymnasium building as a result of snow/ice accumulation throughout the 2022/ 2023 winter season were limited to displaced snow guards at the south roof facet, three displaced roof vents and five leaning roof vents at the north roof facet. Rimkus agreed that the breaches in the roofing permitted water infiltration from snow/ice melt on the reported date of loss.

Ms. Scott-Hallet's Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the ninth page, seventh paragraph, *"The roof above the gym area at the south side of the building had missing/ displaced snow guards; water plausibly infiltrated through breaches in the roofing at previous locations of the snow guards. Wood flooring below the ceiling related distress including*

discoloration and gaps/ separations between joints in the wood flooring. It is plausible that water that infiltrated through the roof dripped onto the wood flooring resulting in the observed conditions.”

Rimkus Response:

Rimkus agreed that water infiltrated through breaches in the roofing at the previous locations of the snow guards at the south roof facet. During the Rimkus inspection, there were gaps with rounded, oxidized edges in the sealant applied around the roof vent at the east side of the south roof facet (**Photograph 11**). Thus, in our assessment, water also infiltrated through previously existing unsealed gaps around the roof vent at the east side of the south roof facet. The underlying interior damage was caused by water intrusion through both locations.

Ms. Scott-Hallet’s Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the tenth page, first paragraph, “*Wall finishes were removed adjacent to the water fountain in the cafeteria area due to water infiltration through a displaced roof vent; there was no evidence of remnant water related distress at the subject location.*”

Rimkus Response:

Rimkus disagreed. During the Rimkus inspection, there were dark stains on the flooring at the base of the interior walls adjacent to the water fountain in the cafeteria area (**Photograph 12**). The interior walls adjacent to the water foundation were approximately under a displaced roof vent above. Thus, it was determined that the flooring adjacent to the water foundation in the cafeteria area was damaged by water infiltration through a displaced roof vent above, on or about the reported date of loss.

Ms. Scott-Hallet’s Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the tenth page, second paragraph, “*There was no evidence of water related distress at the vent over the kitchen hood. Water related distress was observed on interior finishes at the ceiling in the women’s restroom, at the ceiling as well as the upper walls in the boy’s locker room, and at the ceiling as well as flooring in the gym. At the women’s restroom and the boy’s locker room, water infiltrated through breaches at/ around roof vents. In the attic space at the north side of the building, there were isolated water related stains observed on the roof framing and sheathing above areas of water related distress observed to interior ceiling and wall finishes.*”

Rimkus Response:

During the Rimkus inspection, there were no stains on the finish surfaces of the kitchen hood, and there were pale stains on the flooring below the kitchen hood (**Photographs 13 and 14**). Rimkus observed bubbled paint at the gypsum board ceiling finish in the women's restroom (**Photograph 15**), missing paint at the interior wall and ceiling finishes in the boy's locker room (**Photograph 16**), and stained flooring and separated ceiling finishes in the gym (**Photographs 17 and 18**). The observed areas of damaged interior finishes were located approximately under displaced roof elements above.

Thus, it was determined that the interior damage in the boy's locker room, the women's restroom, and the gym, were caused by unsealed gaps in the roofing which resulted from displacement of the roof vents above. The roof vents were displaced by the weight of snow and/or ice on, or about, February 24, 2023.

During the Rimkus inspection, in the attic space at the north side of the building, the wood roof framing members were intact, undeflected, and connected (**Photographs 19 and 20**). There were dark stains on the roof sheathing at the locations of the displaced roof vents above (**Photograph 21**).

Thus, it was determined that the stains on the roof framing and roof sheathing in the attic at the north side of the building were caused by unsealed gaps in the roofing which resulted from the displacement of the roof vents above. The roof vents were displaced by the weight of snow and/or ice on, or about, February 24, 2023.

Ms. Scott-Hallet's Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the tenth page, third paragraph, *"Metal edge trim was displaced at the dormers located at the north side of the building; the metal edge trim was noted to be displaced in historic images prior to the reported date of loss."*

Rimkus Response:

Rimkus agreed. Rimkus reviewed the Google Earth Pro Street View imagery of the building, dated July 2015 (**Photograph 22**). The historical imagery showed the metal edge trim to be displaced prior to the reported date of loss.

Ms. Scott-Hallet's Statement:

In the Downieville Report, Ms. Scott-Hallet stated on the tenth page, fourth paragraph, *"At the east side of the easternmost dormer at the north side of the roof, ribs at the metal roof were bent/ deformed consistent with excessive snow loading. The linear deformations observed at the north roof slope are not consistent with snow / ice loading."*

Conditions related to excessive snow / ice loading would except to consist of deformed/ bent/ flattened ribs at the roofing.”

Rimkus Response:

Rimkus agreed. During the Rimkus inspection, deformed, bent, and/or flattened ribs were not observed at the north roof facet (**Photograph 23**). The bent and/or deformed ribs, shown in the Loyalton Report, dated January 6, 2025 (**Photograph 24**), at the east side of the easternmost dormer at the north side of the roof, were caused by the weight of snow and/or ice that fell on, or about, February 24, 2023.

Response to the Loyalton Report prepared by Kimberly D. Scott-Hallet, P.E., S.E., of MKA

Loyalton High School

Ms. Scott-Hallet’s Statement:

In the Loyalton Report, Ms. Scott-Hallet stated on the sixth page, third paragraph, “*Water from snow/ice melt contributed to the overall quantity of moisture that infiltrated through the roofing; however, the snow/ ice from the winter of 2022/2023 did not cause any breaches in the roofing at the walkway.*”

Rimkus Response:

Rimkus agreed. During the Rimkus inspection, there were dark stains on the roofing membrane above the area where ceiling finishes had been removed (**Photograph 25**). The dark stains on the roof membrane indicated multiple wettings and long-term (in years) exposure to the elements. The exposed roof framing at the breezeway had dark and white stains; however, the roof framing members were undeflected and connected (**Photograph 26**). Thus, it was determined that the roof framing at the breezeway had not been structurally damaged by the weight of snow and/or ice on, or about, February 24, 2023. The stains on the roof framing at the breezeway were caused by water intrusion through gaps in the roofing membrane which predated the reported date of loss.

Loyalton Elementary School

Ms. Scott-Hallet’s Statement:

In the Loyalton Report, Ms. Scott-Hallet stated on the seventh page, first paragraph, “*It is plausible that water from snow/ice melt infiltrated through pre-existing breaches in the roofing during the winter of 2022/2023. Water from snow/ice melt contributed to the overall quantity of moisture that infiltrated through the roofing; however, the snow/ ice from the winter of 2022/2023 did not cause any breaches in the roofing at the subject building.*”

Rimkus Response:

Rimkus agreed. During the Rimkus inspection, there were copious amounts of sealant applied at the foil-faced roofing surface (**Photographs 27 and 28**). There were tears in the roofing membrane throughout each of the building's roof facets (**Photograph 29**). The tears in the roofing membrane observed throughout the building's roof were the result of age-related deterioration and deferred maintenance of the roofing surface. At the building's interior, there were yellow, dark stains on the dropped ceiling panels in the classrooms (**Photographs 30 and 31**). The yellow, dark nature of the interior stains indicated multiple wettings and long-term (in years) exposure to the elements. The exposed roof framing at the building's interior was intact and undeflected (**Photograph 32**). Thus, it was determined that the roof framing at the building was not structurally damaged by the weight of snow and/or ice on, or about, February 24, 2023. The interior damage at the building was caused by water intrusion through gaps in the roofing membrane which predated the reported date of loss.

Photographs taken during our inspection, including photographs that were not included in this report, were retained in our files and are available to you upon request.

This report was prepared for the exclusive use of Carl Warren & Company and is not intended for any other purpose. Our report is based on the information available to us at this time. The opinions and conclusions herein are based on sufficient facts or data; they are the product of our analysis utilizing reliable, generally accepted principles and methods in our applicable professional field; and they reflect a reliable application of these principles and methods to the facts of this matter. Should additional information become available, we reserve the right to determine the impact, if any, the new information may have on our opinions and conclusions and to revise our opinions and conclusions if necessary and warranted. This report was reviewed by Mr. Wayne B. Deming, Practice Leader.

Thank you for allowing us to provide this service. If you have any questions or need additional assistance, please call.

Sincerely,
Rimkus

Digitally signed by: Ethan Clayton
Date: 2025.02.26 11:29:19 -
08'00'

Ethan Clayton, P.E.
Engineering Number C95396
Consultant



Attachments: Photographs, Repair Cost Estimate Response, Curriculum Vitae

Photographs

Photograph 1

The PVC roofing membrane at the classroom building's central hallway was wrinkled and lifted in the areas around the roof drains.



Photograph 2

The PVC roofing membrane at the classroom building's south hallway was wrinkled and lifted in the areas around the roof drains.



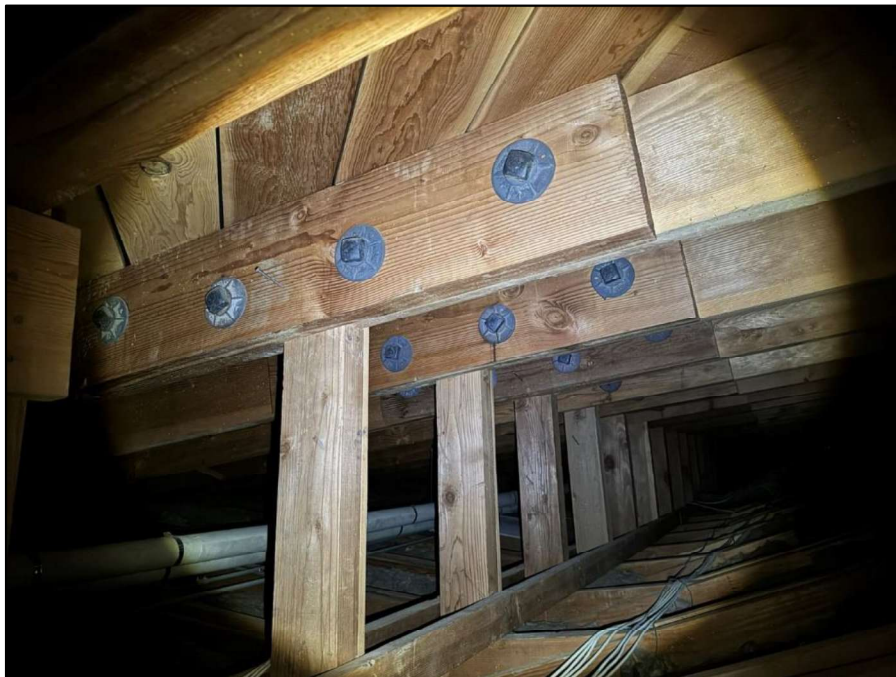
Photograph 3

There were dark stains on the roofing membrane around the roof drains at the building's south hallway.



Photograph 4

The roof framing members in the building's attic space were intact, undeflected, and connected.



Photograph 5

The metal gutters along the north edge of the roof were displaced, bent, and/or creased.



Photograph 6

The metal gutters along the north edge of the roof were displaced, bent, and/or creased.



Photograph 7

There was a separation in the metal flashing at the roof edge above the window.

Window
(beyond)



Photograph 8

There were several displaced snow guards at the south roof facet.



Photograph 9

There were approximately three displaced roof vents at the north roof facet.



Photograph 10

There were approximately five leaning roof vents at the north roof facet.



Photograph 11

There were gaps with rounded, oxidized edges in the sealant applied around the roof vent at the east side of the south roof facet.



Photograph 12

There were dark stains on the flooring at the base of the interior walls adjacent to the water fountain in the cafeteria area.



Photograph 13

There were no stains on the finish surfaces of the kitchen hood.



Photograph 14

There were pale stains on the flooring below the kitchen hood.



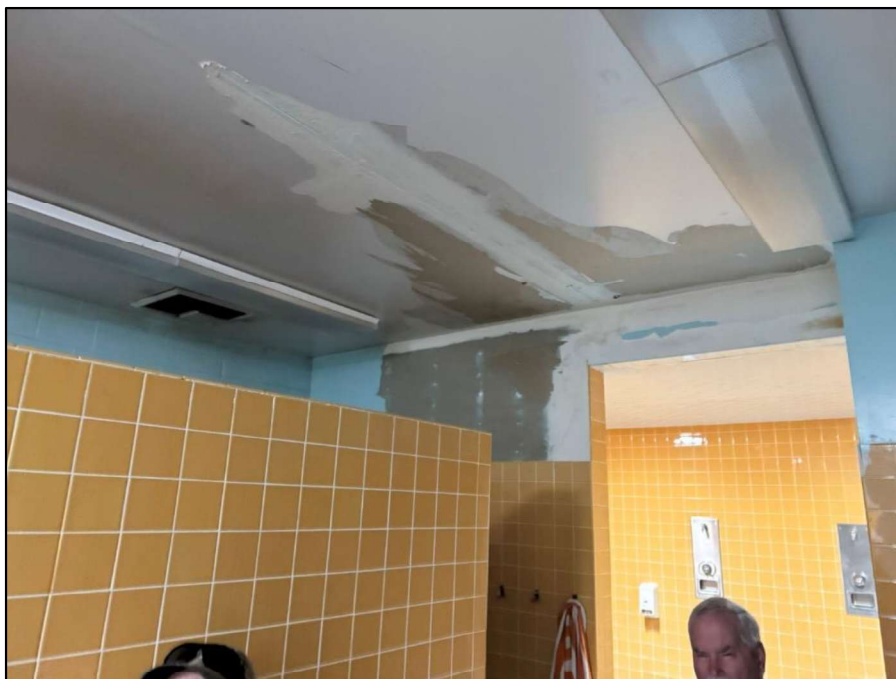
Photograph 15

There was bubbled paint at the gypsum board ceiling finish in the women's restroom.



Photograph 16

There was missing paint at the interior wall and ceiling finishes in the boy's locker room.



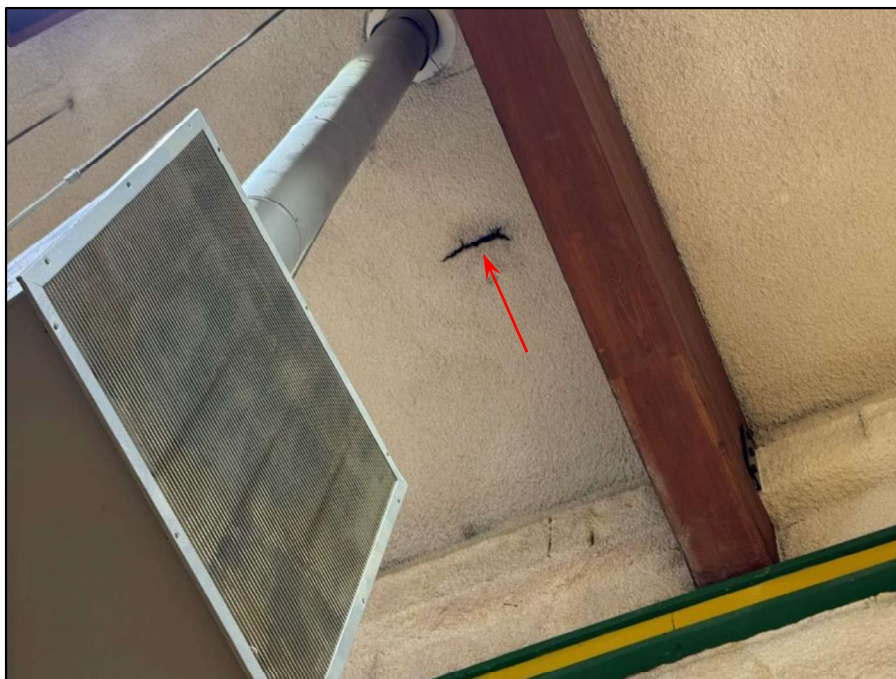
Photograph 17

There was stained flooring finishes in the gym approximately under the south roof vent.



Photograph 18

There was a separation in the ceiling finish in the gym near the south roof vent above.



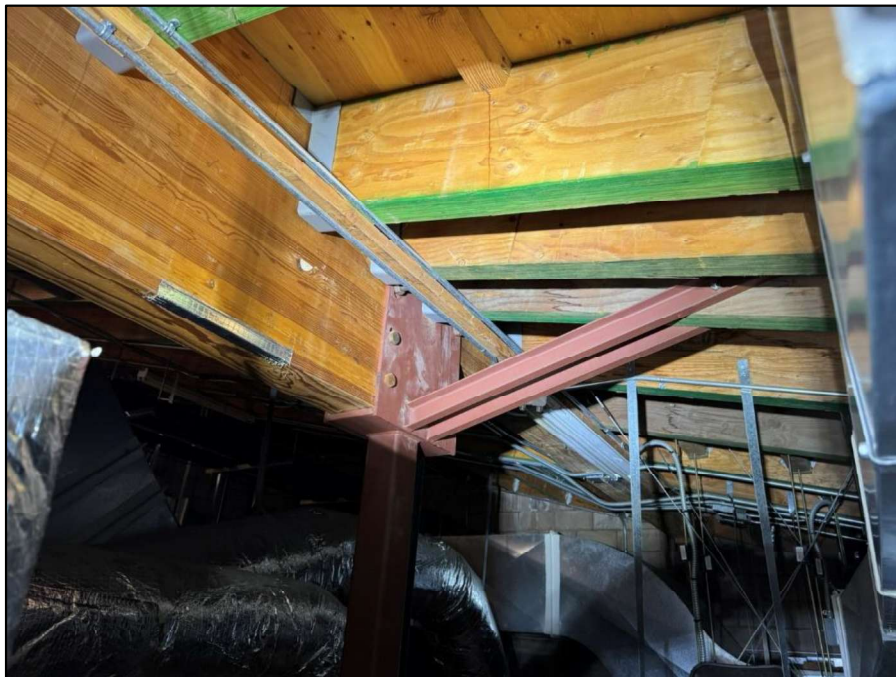
Photograph 19

In the attic space at the north side of the building, the wood roof framing members were intact, undeflected, and connected.



Photograph 20

In the attic space at the north side of the building, the wood roof framing members were intact, undeflected, and connected.



Photograph 21

There were dark stains on the roof sheathing at the locations of the displaced roof vents above.

**Photograph 22**

Google Earth Pro Street view image of the building dated July 2015 with locations of missing metal trim indicated.



Photograph 23

Deformed, bent, and/or flattened ribs were not observed at the north roof facet.



Photograph 24

Loyalton report photo, dated January 6, 2025, of bent and/or deformed ribs at the east side of the easternmost dormer at the north side of the roof.



Photograph 25

There were dark stains on the roofing membrane above the area where ceiling finishes had been removed.



Photograph 26

The exposed roof framing and roof sheathing at the breezeway had dark and white stains; however, the roof framing members and roof sheathing were undeflected and connected.



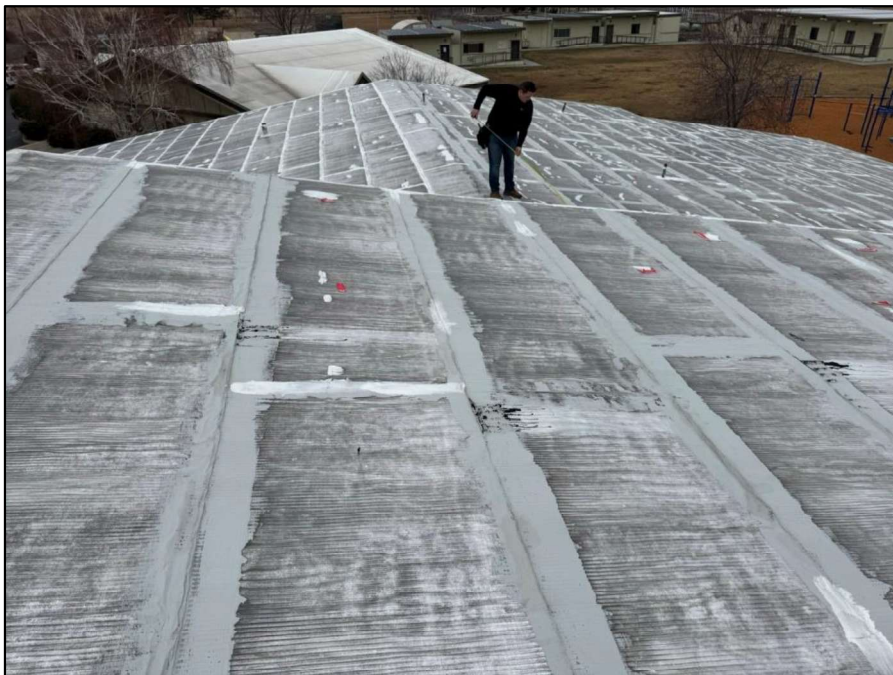
Photograph 27

There were copious amounts of sealant applied at the foil-faced roofing surface.



Photograph 28

There were copious amounts of sealant applied at the foil-faced roofing surface.



Photograph 29

There were tears in the roof membrane throughout each of the building's roof facets.



Photograph 30

At the building's interior, there were yellow, dark stains on the dropped ceiling panels in the classrooms.



Photograph 31

At the building's interior, there were yellow, dark stains on the dropped ceiling panels in the classrooms.



Photograph 32

The exposed roof framing at the building's interior was intact and undeflected.



Repair Cost Estimate Response



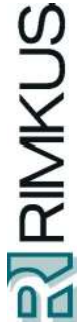
5040 Commercial Cir, Suite F
Concord, CA 94520

Rimkus Matter # 100283502
File Name: Downieville & Loyalton, CA School Roofs
Date: 2/14/2025
Prepared By: Ryan Anderson
Claim No.: 3065565

Cost Analysis

Ex. 1.0 - Summary of Costs Submitted

As Submitted By: MKA Consultants				As Reviewed by Rimkus		
Ref #	Ex. No.	Location Name	Quantity	Total	Delta	Comments
1	1.1	Loyalton Elementary School	N/A	\$ 2,000.00	\$ -	No exceptions taken.
2	1.2	Downieville School	N/A	\$ 7,920.00	\$ -	No exceptions taken.
3	1.3	Downieville Gymnasium Building	N/A	\$ 81,725.00	\$ 284,352.00	Delta reflects complete gymnasium room replacement,
4		Hard Cost Grand Total		\$ 91,645.00	\$ 294,272.00	
5		General Conditions	25%	\$ 22,911.25	\$ 44,140.80	MKA Consultants estimated general requirements at 25%. Rimkus believes this percentage is high when considering the 'Rimkus reviewed' cost/scope of work. Given the increased scope, Rimkus recommends general requirements at 15% of hard cost. The remaining items utilize the same percentage as MKA, and the deltas are based on a difference in total cost.
6		Bonds/Insurance	1.50%	\$ 1,718.34	\$ 4,414.08	
7		Overhead & Profit	15%	\$ 17,441.19	\$ 44,140.80	
8		Consultants	3%	\$ 4,011.47	\$ 8,828.16	
9		Permit Fees	1.50%	\$ 2,005.74	\$ 4,414.08	
10		Location Factor	5%	\$ 6,685.79	\$ 14,713.60	
11		Grand Total		\$ 146,418.78	\$ 414,923.52	\$ 268,504.74



5040 Commercial Cir, Suite F
Concord, CA 94520

Rimkus Matter # 100283502
File Name: Downieville & Loyalton, CA School Roofs
Date: 2/14/2025
Prepared By: Ryan Anderson
Claim No.: 3065565

Cost Analysis

Ex. 1.1 - Loyalton Elementary School

As Submitted by: MKA Consultants					As Reviewed by Rimkus			
Ref #	Scope Description	Quantity	Unit	Unit Cost	Total	Total	Delta	Comments
1	Interiors							
2	Furnish and install suspended ceiling acoustic tiles.	400	SF	\$ 5.00	\$ 2,000.00	\$ 2,000.00	\$ -	No exceptions taken. Scope and pricing is fair and reasonable.
3	Location Total				\$ 2,000.00	\$ 2,000.00	\$ -	



5040 Commercial Cir, Suite F
Concord, CA 94520

Rimkus Matter # 100283502
File Name: Downieville & Loyaton, CA School Roofs
Date: 2/14/2025
Prepared By: Ryan Anderson
Claim No.: 3065565

Cost Analysis

Ex. 1.2 - Downieville School

As Submitted by: MKA Consultants					As Reviewed by Rimkus			
Ref #	Scope Description	Quantity	Unit	Unit Cost	Total	Total	Delta	Comments
1	Roof							
2	Remove and dispose of gutter	60	LF	\$ 3.50	\$ 210.00	\$ 210.00	\$ -	No exceptions taken. Scope and pricing is fair and reasonable.
3	Furnish and install gutter and downspout	60	LF	\$ 22.00	\$ 1,320.00	\$ 1,320.00	\$ -	
4	Classroom 4							
5	Remove and dispose drywall	60	SF	\$ 3.00	\$ 180.00	\$ 180.00	\$ -	
6	Furnish and install drywall	60	SF	\$ 15.00	\$ 900.00	\$ 900.00	\$ -	No exceptions taken. Scope and pricing is fair and reasonable.
7	Prime and paint walls and ceilings	250	SF	\$ 3.00	\$ 750.00	\$ 750.00	\$ -	
8	Staff Room							
9	Remove and dispose drywall	120	SF	\$ 3.00	\$ 360.00	\$ 360.00	\$ -	
10	Furnish and install drywall	120	SF	\$ 15.00	\$ 1,800.00	\$ 1,800.00	\$ -	No exceptions taken. Scope and pricing is fair and reasonable.
11	Prime and paint walls and ceilings	450	SF	\$ 3.00	\$ 1,350.00	\$ 1,350.00	\$ -	
12	Detach and reset fire alarm panel	1	EA	\$ 650.00	\$ 650.00	\$ 650.00	\$ -	
13	South Hallway							
14	Furnish and install suspended ceiling acoustic tiles	80	SF	\$ 5.00	\$ 400.00	\$ 400.00	\$ -	No exceptions taken. Scope and pricing is fair and reasonable.
15	Location Total			\$	\$ 7,920.00	\$ 7,920.00	\$ -	



5040 Commercial Cir, Suite F
Concord, CA 94520

Rimkus Matter # 100283502
File Name: Downieville & Loyalton, CA School Roofs
Date: 2/14/2025
Prepared By: Ryan Anderson
Claim No.: 3065565

Cost Analysis

Ex. 1.3 - Downieville Gymnasium

As Submitted by: MKA Consultants					As Reviewed by Rimkus			
Ref #	Scope Description	Quantity	Unit	Unit Cost	Total	Total	Delta	Comments
Roof								
1								
2	Remove and dispose of snow guards	120	LF	\$ 3.00	\$ 360.00	\$ 190,000.00	\$ 189,640.00	Rimkus considers complete metal roof replacement due to damaged panels. Panels were damaged due to PVC drain vents
3	Remove and dispose of electrical guards	1	EA	\$ 65.00	\$ 65.00	Included	\$ (65.00)	ripped off, kitchen exhaust vent/flashing pulled off roof, snow bar
4	Remove and dispose of roof vents and caps	2	EA	\$ 30.00	\$ 60.00	Included	\$ (60.00)	and miscellaneous brackets pulled out of holes. Bent/damaged
5	Furnish and instal snow guards	120	LF	\$ 12.00	\$ 1,440.00	Included	\$ (1,440.00)	metal panels are not repairable. Select replacement of
6	Furnish and install roof vents with caps	3	EA	\$ 300.00	\$ 900.00	Included	\$ (900.00)	components and careful detaching, labeling, storing, and
7	Furnish and install electrical box and roof vents	1	EA	\$ 750.00	\$ 750.00	Included	\$ (750.00)	reinstallation of metal panels is cost prohibitive. Rimkus
8	Girls Restroom							recommends replacement of roof sytem.
9	Remove and dispose drywall	60	SF	\$ 3.00	\$ 180.00	\$ 180.00	\$ -	
10	Furnish and install drywall	60	SF	\$ 15.00	\$ 900.00	\$ 900.00	\$ -	No exceptions taken. Scope and pricing is fair and reasonable.
11	Prime and paint walls and ceilings	150	SF	\$ 3.00	\$ 450.00	\$ 450.00	\$ -	
12	Water Fountain							
13	Remove and dispose drywall	40	SF	\$ 3.00	\$ 120.00	\$ 120.00	\$ -	
14	Furnish and install drywall	40	SF	\$ 15.00	\$ 600.00	\$ 600.00	\$ -	
15	Prime and paint walls and ceilings	100	SF	\$ 3.00	\$ 300.00	\$ 1,500.00	\$ 1,200.00	MKA reflects painting of drywall. This area had wallpaper as the
16	Detach and reset water fountain	1	EA	\$ 400.00	\$ 400.00	\$ 700.00	\$ 300.00	wall-covering. Rimkus pricing reflects replacement of wallpaper,
17	Gymnasium							prep, and installation.
18	Remove and dispose drywall	100	SF	\$ 3.00	\$ 300.00	\$ 300.00	\$ -	Per Xactimate pricing. Minimal plumbing scope elsewhere for
19	Remove and dispose of wood flooring	400	SF	\$ 4.00	\$ 1,600.00	\$ 1,600.00	\$ -	project, task may incur a trip charge due to remote nature of the
20	Furnish and install drywall	100	SF	\$ 15.00	\$ 1,500.00	\$ 1,500.00	\$ -	site.
21	Prime and paint walls and ceilings	1100	SF	\$ 3.00	\$ 3,300.00	\$ 6,000.00	\$ 2,700.00	No exceptions taken. Scope and pricing is fair and reasonable.
22	Furnish and install hard wood gym flooring with striping	400	SF	\$ 35.00	\$ 14,000.00	\$ 15,252.00	\$ 1,252.00	No exceptions taken. Scope and pricing is fair and reasonable.
23	Strip and finish wood gymnasium flooring - blend and tie into existing	6500	SF	\$ 8.00	\$ 52,000.00	\$ 58,250.00	\$ 6,250.00	No exceptions taken. Scope and pricing is fair and reasonable.
24	Manipulate contents in gym for floor repair	1	LS	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ -	Rimkus includes smooth skim texture, knockdown to match
25	Boys Locker Room							adjacent areas, and painting entire area of the ceiling (wall to 1st
26	Remove and dispose drywall	100	SF	\$ 3.00	(Not Included)	\$ 300.00	\$ 300.00	beam).
27	Furnish and install drywall	100	SF	\$ 15.00	(Not Included)	\$ 1,500.00	\$ 1,500.00	Per Xactimate pricing. Court size is larger than average for striping
28	Prime and paint walls and ceilings	900	SF	\$ 3.00	(Not Included)	\$ 2,700.00	\$ 2,700.00	scope.
29	Location Total				\$ 81,725.00	\$ 284,352.00	\$ 202,627.00	Rimkus includes dustless floor sanding and final construction

Curriculum Vitae



Ethan Clayton, P.E.

Consultant

5040 Commercial Circle, Ste F
Concord, CA 94520



[\(949\) 814-4487](tel:(949)814-4487)

ethan.clayton@rimkus.com

Background

Mr. Ethan Clayton holds a M.S. in Civil & Environmental Engineering and a B.S. in Civil Engineering with a structural engineering emphasis. Over his career, he has performed building structural design and structural observations in residential apartment and single-family projects. Additionally, Mr. Clayton has performed forensic investigations including damage assessments of residential structures related to soil issues, tree fall impact, earthquake, vehicle impact, water intrusion, wind, fire, and retaining walls.

Mr. Clayton specializes in the structural design of vertical and lateral force-resisting systems for timber-framed structures. He is experienced in designing steel moment frames, steel and timber gravity framing, roof framing, stud wall framing, and shear walls.

Mr. Clayton also has experience in performing structural designs including post-tensioned concrete slab-on-grade foundations, concrete shallow foundation systems, seismic design of trellises and landscape structures, concrete column design, and reinforced concrete beam design.

Forensic Engagements

• Single-Family/Multi-Family

- Concord, CA (2024), Evaluated the cause and origin of damaged truss members and foundation distress.
- Arcadia, CA (2024), Evaluated cause and origin of stucco and interior cracks.
- San Jose, CA (2024), Evaluated structural damage to adjacent apartment units due to retrofit.
- Fremont, CA (2024), Evaluated structural damage due to a potential water leak.
- Hayward, CA (2024), Evaluated structural vibration damage due to retrofit.
- Chico, CA (2024), Evaluated wind damage to a patio cover with partial collapse.
- Carson City, CA (2024), Evaluated structural damage extent due to crawlspace moisture buildup.
- Sacramento, CA (2024), Evaluated structural damage due to a pipe burst.

Professional Experience

• Rimkus

2024 – Present

- Consultant

Responsible for investigating and evaluating industrial, commercial, institutional, and residential buildings and other structures to determine the cause of structural deficiencies or damage. Investigate structural failures and structural damage, and provide design remediation and repairs. Review of project design

drawings and construction documents. Assessment of property and structural damage related to water intrusion, soil, impact related (vehicle and tree), wind, ice, flooding, and fire for commercial and residential structures. Assessment of retaining wall damage, and determination of repair scope protocol.

- **VCA Structural**

2021 – 2024

- Design Engineer

- Responsible for providing design calculations for timber-framed residential structures. Responsible for design of lateral force resisting system and gravity framing using in-house structural software. Responsible for structural observation site visits, written reports, and collaborating with general contractors to provide project-specific solutions. Design reinforced concrete foundation systems for residential structures, including post-tensioned slabs-on-grade and conventional shallow foundation systems. Design trellises, landscape structures, and retaining walls.

Education and Certifications

- **Civil & Environmental Engineering with Structural Emphasis, M.S.:** California Polytechnic State University, San Luis Obispo (2021)
- **Civil Engineering with Structural Emphasis, B.S.:** California Polytechnic State University, San Luis Obispo (2020)
- **Registered Professional Engineer:** California (2023)
- **Memberships:** American Society of Civil Engineering (ASCE), American Institute of Steel Construction (AISC).

Chronic Absenteeism Rates as of April 4, 2025

Chronic absenteeism refers to the number (or percentage) of students in grades **TK through 8th grade** who have missed 10% or more of school days for **any reason**. At this point in the year, students who have missed **15 or more days** are considered chronically absent. By the end of the school year, this number increases to **18 days**.

2024-2025 School Year as of April 4 (This Year)

	January	February	March	April	May	June
Loyalton Elementary School	19%	15%	8%	7%		
Downieville Elementary	9%	11%	16%	9%		
Loyalton High School	13%	11%	6%	11%		
Downieville Jr/Sr High School	11%	20%	12%	12%		
Sierra Pass	N/A	N/A	N/A	N/A		
District	17%	11.4%	8.40%	8%		

2023-2024 School Year as of April 5 (Last Year)

	January	February	March	April	May	June
Loyalton Elementary School	13%	15%	15%	14%		
Downieville Elementary	31%	23%	26%	24%		
Loyalton High School	13%	17%	17%	17%		
Downieville Jr/ Sr High School	11%	6%	6%	6%		
Sierra Pass	N/A	N/A	N/A	N/A		
District	15%	16%	16%	15%		

ENROLLMENT BY SCHOOL MONTH - 2024-2025

****As of 03/25/2025**

	Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Jr High	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2023-2024	27	193	10	41	12	114	6	included in site #	403
1st Day 2024-2025	27	200	10	47	9	120	3	included in site #	416

	Month									
September	1	26	203	10	47	9	122	3	included in site #	420
08/21/24-09/13/24										
October	2	26	203	10	47	9	118	5	included in site #	418
09/16/24-10/11/24										
November	3	24	198	9	47	9	117	6	included in site #	410
10/14/24-11/08/24										
December	4	23	198	9	47	9	119	5	included in site #	410
11/12/24-12/06/24										
January	5	23	199	9	47	9	118	5	included in site #	410
12/09/24-01/17/25										
February	6	22	202	8	46	10	117	5	included in site #	410
01/21/25-02/14/25										
March	7	22	202	8	45	10	116	6	included in site #	409
02/18/25-03/14/25										
April	8								included in site #	0
03/18/25-04/11/25										
May	9								included in site #	0
04/14/25-05/09/25										
June	10								included in site #	0
05/13/25-06/06/25										

2023-2024	SPJUSD	SCOE	Washoe
P1 ADA	358.58	0.74	13.34
P2 ADA	357.90	0.74	13.37
Annual	358.02	0.74	13.33

Long-Term ISP	
DES	0
LES	6
DHS	0
LHS	6

2022-2023	SPJUSD	SCOE	Washoe
P1 ADA	354.53	0.70	13.50
P2 ADA	351.20	0.70	12.97
Annual	352.11	0.70	13.46

**MINUTES for the Joint Meeting of the
Sierra County Board of Education
and the
Sierra-Plumas Joint Unified School District Governing Board**

March 19, 2025

5:00pm CLOSED Session

6:00pm Regular Session

Loyalton: Sierra County Office of Education, Room 4, 109 Beckwith Rd, Loyalton CA 96118

Zoom videoconferencing was also available for the public.

A. CALL TO ORDER

President KELLY CHAMPION called the meeting to order at 5:08pm.

B. ROLL CALL

PRESENT: *Area 1: Patty Hall
Area 3: John Martinetti (Clerk)
Area 4: Kelly Champion (President)
Area 5: Richard Jaquez*

TELECONFERENCE: *None*

ABSENT: *Area 2: Rhynie Hollitz (Vice President)*

C. APPROVAL OF AGENDA

*HALL/MARTINETTI
4/0*

D. PUBLIC COMMENT FOR CLOSED SESSION

None

E. CLOSED SESSION

The Board moved into Closed Session *at 5:09pm* to discuss the following item(s):

1. Government Code 54956.9

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

Number of potential cases: one (1)

2. Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board: James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:

Unrepresented Employees: District Superintendent
Sierra-Plumas Teachers' Association
Classified Employees
Confidential Employees
Administrative Employees

F. RETURN TO OPEN SESSION *at 5:56pm* and ADJOURN FOR BREAK

G. 6:04PM – RECONVENE

H. FLAG SALUTE

I. REPORT OUT FROM CLOSED SESSION

MARTINETTI: Both items were for discussion only.

J. INFORMATION ITEMS

1. Superintendent Reports

COUNTY—SCOE

a. CYBHI Grant for all counties in California

BERARDI: Children and Youth Behavioral Health Initiative grant. Receiving about \$225K. Looking into ways to utilize the funds including gathering feedback and ideas from other counties to determine the best use of the funds for SCOE.

b. Education Leadership Summit

Item skipped.

c. SCOE Personnel Items:

1. Assignment of Staci Griffus, Attendance Clerk, Districtwide, .67 FTE (4 hours/day), effective February 24, 2025
2. Assignment of Rodney Lacey, Maintenance/Custodian, Adult Education, .30 FTE (12 hours/week), effective March 12, 2025

DISTRICT—SPJUSD

d. Update on District Superintendent goals for 2024-2025

Overview by SNIDER.

e. Facilities update

SNIDER:

-Master Plan walk with Dixon kicked off in Loyalton with JAQUEZ participating. A lot of needs were identified that will be encompassed in the plan. Committee Meeting also held that afternoon with JAQUEZ and CHAMPION participating. A thorough walk was done in Downieville as well. Looking forward to having a document that lists all the needs out with estimated costs.

-Optimistic for the roof project in Downieville being completed next week. Next Friday we have a meeting with our insurance representative with a ruling of what we stand to receive from the insurance settlement. Then we can go back to FEMA to find out what may come from them.

-CALSHAPE grant work is underway and almost finished in Downieville as well (replacement of bathroom fixtures).

f. Middle School update

SNIDER: Had a very productive first meeting with the Advisory Committee. There are questions around the Necessary Small School funding model JONES is working through with CDE. We are going to look at a Plan A and Plan B depending on funding model used.

g. Transportation update

SNIDER: New bus from A-Z is on the road and has been running fine. Ongoing issues with the other buses in the fleet causing routes to be canceled. New bus from Oklahoma is still about a month out. We anticipate having a new driver cleared by the end of next week.

2. Business Report

- a. Letter from the California Department of Education concurring with the positive certification for the 2024-2025 First Interim Reports for SCOE and SPJUSD
- b. Monthly Chronic Absenteeism Rates
- c. Sixth Month SPJUSD Enrollments for the 2024-2025 School Year

3. Board Meeting Spotlight on Schools: Loyalton High School/Sierra Pass

PowerPoint presentation by Cali Griffin and Owen McIntosh.

Highlights: Pushing for staff bonding. Music (with McIntosh) has had a great impact on so many students at LHS and Sierra Pass. Binkley does Friday morning breakfast with students. Corcoran built a strong Chess Club. Dorsey listed the courses he is teaching in math and physics. Genasci showed examples of Visual Arts from February and March. Vang is doing a phenomenal job with FFA and Ag. Perez highlighted work that she's been doing with students both in and outside the classroom including work with seniors to prepare for life after graduation. Prakash takes confidentiality very seriously in his position working with Special Education students. Rosecrans listed the courses he is teaching in science and biology. Schaffnit covers English and economics. Sheridan's Wood Work classes are doing awesome projects. In Sierra Pass students do a lot of independent work, but they get time for art projects as well. Torricelli runs FNL for LHS and covers PE classes. Wattenburg works with students in Long-Term ISP and online courses. She also works with students on dual enrollment and puts together college tours. Williams is focused on learning about Building Thinking Classrooms this year. LHS Athletics has had a great year. Grock also takes confidentiality very seriously as a Counselor. Looking forward to many end-of-year activities coming up.

4. SPTA Report

*PRESIDENT—PETTERSON: **Read by JACOBSEN: SPTA is thankful that negotiations for the year is completed. Thank you to everyone for all of their hard work and dedication.*

5. Committee/Board Member Reports

JAEQUEZ: Went along on the facility walk in Loyalton and Dixon was pretty thorough. Excited to see some of these needs get addressed.

CHAMPION: HOLLITZ, possibly HALL, and I plan on going to the CSBA County Governance Workshop in Sacramento April 11th-12th. April 27th-30th going to Washington D.C. for the Coast to Coast Advocacy trip.

6. Public Comment

Owen McIntosh—Teacher: We are doing literacy training with a focus on empowering kids. Just want to acknowledge the growth mindset I'm seeing here in the district with the goals and visions they are working on for the

facilities and Middle School. Hope that this is contagious to all students, teachers and community members.

Amy Mason—Parent: Asked about update on Middle School. Came in late.

K. CONSENT CALENDAR

1. Approval of minutes for the joint Special Meeting held February 11, 2025
2. Approval of minutes for the joint Regular Meeting held February 11, 2025
3. Approval of minutes for the joint Special Meeting held March 04, 2025
4. Approval of Board Report-Checks Dated 02/01/2025 through 02/28/2025
 - a. SCOE
 - b. SPJUSD
5. Approval to surplus SCOE and SPJUSD E-Waste
6. Approval of the following SPJUSD personnel items:
 - a. Authorization to fill Instructional Aide, Loyalton High School, .67 FTE (4 hours/day)
 - b. Resignation for Stephanie Shelby, Instructional Support and Intervention Teacher, 1.0 FTE, effective June 06, 2025
 - c. Authorization to fill Instructional Support and Intervention Teacher, 1.0 FTE

HALL/MARTINETTI

4/0

L. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Acceptance of 2023-2024 Audit Reports
Presentation by Clay Singleton from Singleton Auman.

1. SCOE
2. SPJUSD

HALL/JAQUEZ

4/0

- b. Adoption of the 2024-2025 Second Interim Actuals and Criteria and Standards Reports as of January 31, 2025

1. SCOE
2. SPJUSD

MARTINETTI/HALL

SNIDER: Overview of pages 8-9 of 90 and page 44 of 90 on the district side. Highlight of the changes reflected in these reports based on the Resolutions on the agenda up for approval later.

4/0

- c. Approval of the ~~2025-2026~~2024-2025 Transportation Plans

1. SCOE
2. SPJUSD

JAQUEZ motioned to approve both plans with a line added stating there is no afternoon transportation for TK/K when they are let out before the rest of the school. Second by HALL.

4/0

PUBLIC HEARING—Collective Bargaining Agreements Public Disclosure

- d. Public Hearing *opened at 7:52pm* to receive public comment regarding the Tentative Agreements in item f for County and District Employees, per AB 1200 and Government Code 3547.5. *Closed at 7:53pm with no comment.*
- e. Approval of the Tentative Agreements for 2024-2025 and 2025-2026 Negotiations for County and District Employees:
 - 1. Sierra-Plumas Teachers' Association
 - 2. Administrative Employees
 - 3. Classified Employees
 - 4. Confidential Employees

CHAMPION/HALL

4/0

- f. Approval of Board Governance Norms

MARTINETTI/JAQUEZ

4/0

DISTRICT—SPJUSD

- g. Approval of the 2025-2026 School Calendar
Tabled to next meeting. Board asking for more outside (parent) input.
- h. Sierra-Plumas Joint Unified School District Ethnic Studies Course Outline, first reading
Overview by SNIDER.
- i. Adoption of Resolution 25-005D, Authorize Transfer of Funds to Special Fund 40
MARTINETTI/JAQUEZ
4/0
- j. Adoption of Resolution 25-007D, Designation of Certain General Funds as Committed Fund Balance
JAQUEZ/HALL
4/0
- k. Review and award a bid for the 2014 Eldo Amerivan
HALL/JAQUEZ
4/0

BOARD POLICIES AND BYLAWS

Board Bylaw 9310: "The Superintendent or designee shall develop and present a first reading at a public Board meeting and action may be taken on the proposed policy. The Board may require additional readings if necessary."

Batch from February 11th – Second Reading

JAQUEZ/HALL

4/0

- l. 5113.1—Chronic Absence and Truancy
- m. 5148.2—Before/After School Programs
- n. 6158—Independent Study
- o. 6170.1—Transitional Kindergarten
- p. 6174—Education for English Learners

- q. 9240—Board Training
- r. 9270—Conflict of Interest
 - 1. Bylaw
 - 2. Exhibit

M. ADVANCED PLANNING

- 1. The next Regular Joint Board Meeting will be held on April 08, 2025, at Downieville School, 130 School St, Downieville CA 95936 at 6:00pm. If needed, Closed Session may be held before the Regular session beginning at 5:00pm. Zoom videoconferencing will be available for the public.
- 2. Suggested Agenda Items
None

N. ADJOURN

CHAMPION adjourned the meeting at 8:20pm.

James Berardi,
County Superintendent

Sean Snider,
District Superintendent

John Martinetti, Clerk

**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
Closed Session Reporting Form**

DATE: March 19, 2025

CLOSED SESSION BEGAN AT: 5:08 P.M.

BOARD MEMBERS PRESENT:

☒ Patty Hall ☐ Rhynie Hollitz ☒ John Martinetti ☒ Kelly Champion ☒ Richard Jaquez

OTHERS PRESENT:

- ☒ James Berardi, County Superintendent
☒ Sean Snider, District Superintendent
☒ Randy Jones, Director of Business Service/CBO
☐ Carol Wieckowski, Evans, Wieckowski, Ward & Scofield LLP, Legal Counsel
☐ _____
☐ _____

I. SESSION TOPIC(S):

Item #1—Government Code 54956.9

CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

Number of potential cases: one (1)

RESULT:

- ☐ DIRECTION WAS GIVEN TO SUPERINTENDENT
- ☒ THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
- ☐ A ROLL CALL VOTE WAS TAKEN:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____
- ☐ A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____

Item #2—Government Code 54957.6

CONFERENCE WITH LABOR NEGOTIATORS

Agency Negotiator(s) for the Board:

James Berardi, County Superintendent
Sean Snider, District Superintendent

Employee Organizations:

Unrepresented Employees:

District Superintendent
Sierra-Plumas Teachers' Association
Classified Employees

Confidential Employees

Administrative Employees

RESULT:

- ☐ DIRECTION WAS GIVEN TO SUPERINTENDENT
- ☒ THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.
- ☐ A ROLL CALL VOTE WAS TAKEN:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____
- ☐ A ROLL CALL VOTE WAS TAKEN IN OPEN SESSION:
HALL _____ HOLLITZ _____ MARTINETTI _____ CHAMPION _____ JAQUEZ _____

**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
Closed Session Reporting Form**

II. ENDED CLOSED SESSION AT 5:56 P.M. AND RETURNED TO OPEN SESSION

PRESIDED BY:

Kelly Champion
Kelly Champion, PRESIDENT

RECORDED BY:

John Martinetti, CLERK

Checks Dated 03/01/2025 through 03/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017391	03/14/2025	AMAZON CAPITAL SERVICES	01-4300	CLASSROOM SUPPLIES	168.26	
				IPAD	303.23	
				STUDENT SUPPLIES	59.74	
			01-4320	BLINDS	198.77	
			11-4300	MAINT SUPPLIES	100.74	830.74
00017392	03/14/2025	APPLE COMPUTER	01-4400	PSYCH IPAD		1,865.78
00017393	03/14/2025	DONALD BERGSTROM	01-5810	SPED/DO CLEANING	1,102.50	
			01-5899	SPED/DO CLEANING	472.50	1,575.00
00017394	03/14/2025	CADENCE TEAM, INC 4010 FOOTHILLS BLVD.	01-5810	PAN PREMIUM SUPPORT		20,194.42
00017395	03/14/2025	CALIFORNIA COUNTY SUPERINTENDENTS	01-5200	EMCN COALITION		100.00
00017396	03/14/2025	CAROLINE GRIFFIN	01-5200	CISC CONFERENCE		321.45
00017397	03/14/2025	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		2,642.05
00017398	03/14/2025	DHC SUPPLIES	01-4300	SANDER/SAW/REPAIRS		522.77
00017399	03/14/2025	ELEVATION TRUCKEE	01-5810	TRANSITIONAL SERVICES		840.00
00017400	03/14/2025	FAGEN FRIEDMAN & FULFROST LLP	01-5801	LEGAL FEES		1,570.50
00017401	03/14/2025	KELLI GROCK	01-5100	COUNSELING SERVICES	3,421.07	
			01-5810	COUNSELING SERVICES	1,138.93	4,560.00
00017402	03/14/2025	MSTS RECEIVABLES LLC.	01-4300	SHOP CLASS SUPPLIES		301.24
00017403	03/14/2025	WENDY JACKSON	11-5200	PER DIEM		126.00
00017404	03/14/2025	LAUREN JONES BEHAVIORAL CONSULTANT	01-5100	BEHAVIORAL CONSULTANT	4,892.08	
			01-5899	BEHAVIORAL CONSULTANT	6,846.92	11,739.00
00017405	03/14/2025	NORTHEASTERN JOINT POWERS AUTHORITY	01-5810	23/24 WORKERS COMP BALANCE	.08-	
			76-9571	23/24 WORKERS COMP BALANCE	7,618.48	7,618.40
00017406	03/14/2025	NCS PEARSON, INC.	01-4300	PYSCH SUPPLIES	113.40	
				TESTING MATERIALS	362.20	475.60
00017407	03/14/2025	PITNEY BOWES, INC.	01-5600	POSTAGE MACHINE LEASE	23.50	
			01-5899	POSTAGE MACHINE LEASE	70.52	94.02
00017408	03/14/2025	PLUMAS-SIERRA TELECOMMUNICATIONS	11-5900	BROADBAND SERVICE		109.00
00017409	03/14/2025	UBEO WEST LLC	11-5600	COPIER/MAINTENANCE		23.83
00017410	03/14/2025	SIERRA COUNTY OFFICE OF EDUCATION	01-5808	BANK SERVICE FEES		77.35
00017411	03/14/2025	SIERRA VALLEY HOME CENTER	01-4300	SHOP CLASS SUPPLIES		2,550.92
00017412	03/14/2025	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH INSURANCE	1,794.00	
			76-9576	HEALTH INSURANCE	30,156.40	31,950.40
00017413	03/14/2025	U.S. BANK	01-4300	EPOXY	757.06	
				FLIPCHART	319.97	
				SPEECH IPAD APPS	349.98	
				TECH SUPPLIES	578.70	

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.

Checks Dated 03/01/2025 through 03/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017413	03/14/2025	U.S. BANK	01-5200	CCS TRAVEL	2,159.95	
				CISC CONFERENCE	1,125.32	
				HOTEL ACCOMODATIONS	363.12	
				REGISTRATION	1,140.00	
				TRAVEL EXPENSES	646.37	
			11-4300	CABLES	25.69-	
				HAND TRUCK	107.59	
				ZOOM SUBSCRIPTION	159.90	7,682.27
00017414	03/14/2025	U.S. BANK VOYAGER	01-4350	FUEL EXPENSE	81.91	
			01-5899	FUEL EXPENSE	149.10	
			11-5200	FUEL EXPENSE	87.20	318.21
Total Number of Checks					24	98,088.95

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	21	59,625.50
11	ADULT EDUCATION	6	688.57
76	Payroll Clearing	2	37,774.88
Total Number of Checks		24	98,088.95
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			98,088.95

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.

Checks Dated 03/01/2025 through 03/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00087459	03/14/2025	AMAZON CAPITAL SERVICES	01-4300	classroom supplies	30.89	
			01-4302	TONER	83.66	
			01-4320	custodial supplies	138.22	
			01-5900	STAMPS	127.40	380.17
00087460	03/14/2025	AMERIGAS	01-5540	PROPANE		13,161.49
00087461	03/14/2025	BRADY INDUSTRIES	01-4320	custodial supplies		275.79
00087462	03/14/2025	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00087463	03/14/2025	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	4,874.85	
			01-5899	WATER AND SEWER - LOYALTON SITES	283.57	5,158.42
00087464	03/14/2025	DIXON SMARTSCHOOLHOUSE LLC	40-5890	FACILITY MASTER PLAN		13,250.00
00087465	03/14/2025	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		50.00
00087466	03/14/2025	CAROLINE GRIFFIN	01-4305	Sport Cape		558.89
00087467	03/14/2025	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00087468	03/14/2025	HANNAH WRENN	01-5890	INDUCTION MENTOR		2,000.00
00087469	03/14/2025	HUNT & SONS, INC.	01-5590	HEATING OIL		3,204.50
00087470	03/14/2025	JEFFERY SOON	01-5890	CAFETERIA CONSULTANT		6,713.32
00087471	03/14/2025	JOSTENS	01-4305	graduation supplies		79.97
00087472	03/14/2025	SONIA JOY	01-4305	FNL REIMBURSEMENT		283.86
00087473	03/14/2025	KIMBERLY'S MOBILE SCREENING	01-5890	DOT CONSORTIUM		600.00
00087474	03/14/2025	LES SCHWAB TIRE CENTER	01-4350	Vehicle maintenance		137.01
00087475	03/14/2025	LIBERTY UTILITY CA	01-5510	ELECTRIC - LOYALTON SITES	16,554.69	
			01-5899	ELECTRIC - LOYALTON SITES	986.45	17,541.14
00087476	03/14/2025	MOBY MAX	01-5890	K-8 CURRICULM RENEWAL		4,795.00
00087477	03/14/2025	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		517.51
00087478	03/14/2025	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	65.32	
			13-4700	CAFE FOOD/SUPPLIES	1,571.89	1,637.21
00087479	03/14/2025	NORTHEASTERN JOINT POWERS AUTHORITY	01-5890	23/24 WORKERS COMP BALANCE	.07-	
			76-9571	23/24 WORKERS COMP BALANCE	18,759.36	18,759.29
00087480	03/14/2025	ODP BUSINESS SOLUTIONS LLC	01-4330	TONER	88.07	
			01-5899	TONER	29.35	117.42
00087481	03/14/2025	SHERRILL RAHE	01-4300	GARDEN SUPPLIES		561.55
00087482	03/14/2025	UBEO WEST LLC	01-5600	COPIER MAINT.	579.65	
			01-5899	COPIER MAINT.	125.33	704.98
00087483	03/14/2025	RUA & SON MECHANICAL, INC	40-6200	ROOF REPLACEMENT PROJECT	96,744.63	
			40-9515	ROOF REPLACEMENT PROJECT	4,837.23-	91,907.40
00087484	03/14/2025	SIERRA BACKFLOW	01-5890	BACKFLOW TEST		99.00
00087485	03/14/2025	SIERRA BOOSTER	01-5890	ADVERTISEMENTS/LEGAL/PUBLIC NOTICES		198.00

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

Checks Dated 03/01/2025 through 03/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00087486	03/14/2025	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00087487	03/14/2025	SIERRA COUNTY TREASURER	01-5860	SOLID WASTE FEE - ALL SITES		7,179.38
00087488	03/14/2025	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	746.09	
			01-5899	GARBAGE SERVICE	13.33	759.42
00087489	03/14/2025	SIERRA HARDWARE	01-4320	Misc Maintenance supplies		347.65
00087490	03/14/2025	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	299.83	
			01-4320	MAINT SUPPLIES	206.15	
				MAINT. SUPPLIES	204.68	
			40-4320	DEFERRED MAINT PROJECTS	133.27	843.93
00087491	03/14/2025	SIOBHAN MARKEE	01-5200	MILEAGE		165.34
00087492	03/14/2025	SYSCO FOOD SVCS OF SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	42.55	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	770.26	812.81
00087493	03/14/2025	TEAM ONE NETWORKING	01-5899	PHONE SERVICES	14.00	
			01-5910	PHONE SERVICES	126.00	140.00
00087494	03/14/2025	TINYEYE TECHNOLOGIES CORP c/o V68000U	01-5890	THERAPY SERVICES		11,738.93
00087495	03/14/2025	TNTP	01-5200	LITERACY PROF LEARNING		40,371.00
00087496	03/14/2025	TRI COUNTY SCHOOLS INS. GR.	01-9535	HEALTH INSURANCE	8,855.62	
			76-9576	HEALTH INSURANCE	81,135.02	89,990.64
00087497	03/14/2025	U.S. BANK	01-4300	ETHNIC STUDIES MEETING	103.76	
				IPAD SOFTWARE	535.34	
				MEETING SUPPLIES	130.30	
				music program	61.80	
			01-4320	maintenance supplies	386.90	
			01-4330	ADOBE PRO SUBSCRIPTION	14.99	
				office supplies	46.30	
			01-4350	FUEL FOR MAINT.	366.97	
				MAINT SUPPLIES	64.29	
			01-4351	BUS FUEL	452.27	
			01-4400	SMART BOARD REPLACEMENTS	5,339.49	
			01-5200	ACSA SYMPOSIUM	1,455.84	
				REGISTRATION	825.00	
			01-5890	STUDENT REGISTRATION	29.00	
				ZOOM SUBSCRIPTION	74.24	
			01-5899	ADOBE PRO SUBSCRIPTION	5.00	
				CELL PHONE SERVICE	468.55	
				MAINT SUPPLIES	444.28	
			01-5910	CELL PHONE SERVICE	468.18	

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.

Checks Dated 03/01/2025 through 03/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00087497	03/14/2025	U.S. BANK	13-6400	CAFETERIA EQUIPMENT	9,815.49	21,087.99
00087498	03/14/2025	U.S. BANK VOYAGER	01-4305	FUEL FOR ATHLETIC TRIPS	800.99	
			01-4351	BUS FUEL	2,880.19	
				Fuel for Maintenance	50.97	
			01-5200	FUEL	114.93	
				FUEL FOR FFA	502.17	4,349.25
Total Number of Checks					40	360,967.76

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	35	142,999.69
13	Cafeteria Fund	4	12,783.02
40	Special Reserve for Capital Ou	3	105,290.67
76	Warrant/Pass Though (payroll)	2	99,894.38
Total Number of Checks		40	360,967.76
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			360,967.76

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.

SIERRA COUNTY OFFICE OF EDUCATION

PO Box 955, 109 Beckwith Rd
Loyalton CA 96118
Office: 530-993-1660
Fax: 530-993-0828

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: James Berardi
County Superintendent

Person completing this form: Kristie Jacobsen
Executive Assistant to the Superintendents

2024-2025 School Year

Quarterly Report Submission Date: ☐ October 2024 (Jul-Aug-Sep)
☐ January 2025 (Oct-Nov-Dec)
☒ April 2025 (Jan-Feb-Mar)
☐ July 2025 (Apr-May-Jun)

Date for information to be reported publicly at a governing board meeting:
April 08, 2025

Please check the box that applies:

- ☒ No complaints were filed with any school in the County during the quarter indicated above.
- ☐ Complaints were filed with schools in the County during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Signature of County Superintendent

Date

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

PO Box 955, 109 Beckwith Rd
Loyalton CA 96118
Office: 530-993-1660
Fax: 530-993-0828

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: Sean Snider
District Superintendent

Person completing this form: Kristie Jacobsen
Executive Assistant to the Superintendents

2024-2025 School Year

Quarterly Report Submission Date: ☐ October 2024 (Jul-Aug-Sep)
☐ January 2025 (Oct-Nov-Dec)
☒ April 2025 (Jan-Feb-Mar)
☐ July 2025 (Apr-May-Jun)

Date for information to be reported publicly at a governing board meeting:
April 08, 2025

Please check the box that applies:

- ☒ No complaints were filed with any school in the District during the quarter indicated above.
- ☐ Complaints were filed with schools in the District during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Signature of District Superintendent

Date

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
2025 – 2026 Proposed Downieville School Calendar

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days	Teacher Days	School Days
AUG	17	18	19	20*	21	22	23	19-20 Staff Development 20 First Day of School	10	
	24	25	26	27*	28	29	30			
SEP	31	1	2	3*	4	5	6	1 Labor Day Holiday	21	17
	7	8	9	10*	11	12	13	12 End of 1 st Month		
	14	15	16	17*	18	19	20			
	21	22	23	24*	25	26	27			
	28	29	30							
OCT				1*	2	3	4		23	20
	5	6	7	8*	9	10	11	10 End of 2 nd Month		
	12	13	14	15*	16	17	18			
	19	20	21	22*	23	24	25	24 End of 1 st Quarter		
	26	27	28	29	30	31	1	29-31 Min. Days – End of 1 st Trimester		
NOV	2	3	4	5*	6	7	8	7 End of 3 rd Month	14	20
	9	10	11	12*	13	14	15	11 Veteran's Day Holiday		
	16	17	18	19*	20	21	22			
	23	24	25	26	27	28	29	24-28 Thanksgiving Holiday		
DEC	30	1	2	3*	4	5	6	5 End of 4 th Month	15	14
	7	8	9	10*	11	12	13			
	14	15	16	17*	18	19	20	19 Min. Day		
	21	22	23	24	25	26	27	22-3 Winter Break		
	28	29	30	31						
JAN					1	2	3		19	20
	4	5	6	7*	8	9	10			
	11	12	13	14*	15	16	17	16 End of 5 th Month/1 st Semester		
	18	19	20	21*	22	23	24	19 MLK Holiday		
	25	26	27	28*	29	30	31			
FEB	1	2	3	4*	5	6	7		15	19
	8	9	10	11*	12	13	14	13 End of 6 th Month		
	15	16	17	18	19	20	21	16-20 President's Day/Lincoln's B-Day Holidays, Feb Break		
	22	23	24	25*	26	27	28			
MAR	1	2	3	4*	5	6	7	6 End of 2 nd Trimester	20	14
	8	9	10	11*	12	13	14	9 Makeup Day #3 13 End of 7 th Month		
	15	16	17	18*	19	20	21			
	22	23	24	25*	26	27	28	23 Makeup Day #2 27 End of 3 rd Quarter		
	29	30	31							
APR				1*	2	3	4	3 Makeup Day #4 3 End of 8 th Month	16	13
	5	6	7	8	9	10	11	6-10 Spring Break		
	12	13	14	15*	16	17	18			
	19	20	21	22*	23	24	25			
	26	27	28	29*	30					
MAY						1	2		19	20
	3	4	5	6*	7	8	9	8 End of 9 th Month		
	10	11	12	13*	14	15	16	11 Makeup Day #1		
	17	18	19	20*	21	22	23			
JUN	24	25	26	27*	28	29	30	25 Memorial Day Holiday	10	18
	31	1	2	3*	4	5	6	5 End of 10 th Month		
	7	8	9	10*	11	12	13	11 Min. Day 12 Last Day of School (Min. Day)	10	5
Total Required Days									182	180

*Wednesdays – Early Release @ 1:35

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
2025 – 2026 Proposed Loyaltan School Calendar

Month	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Special Days		Teacher Days	School Days
AUG	17	18	19	20*	21	22	23	19-20 Staff Development 20 First Day of School		10	
	24	25	26	27*	28	29	30				
SEP	31	1	2	3*	4	5	6	1 Labor Day Holiday		21	17
	7	8	9	10*	11	12	13	12 End of 1 st Month			
	14	15	16	17*	18	19	20				
	21	22	23	24*	25	26	27				
	28	29	30								
OCT				1*	2	3	4			23	20
	5	6	7	8*	9	10	11	10 End of 2 nd Month			
	12	13	14	15*	16	17	18				
	19	20	21	22*	23	24	25	24 End of 1 st Quarter			
	26	27	28	29*	30	31	1				
NOV	2	3	4	5*	6	7	8	7 End of 3 rd Month		14	20
	9	10	11	12	13	14	15	11 Veteran's Day Holiday 12-14 Min. Days – End of 1 st Trimester			
	16	17	18	19*	20	21	22				
	23	24	25	26	27	28	29	24-28 Thanksgiving Holiday			
DEC	30	1	2	3*	4	5	6	5 End of 4 th Month		15	14
	7	8	9	10*	11	12	13				
	14	15	16	17*	18	19	20	19 Min. Day			
	21	22	23	24	25	26	27	22-3 Winter Break			
	28	29	30	31							
JAN					1	2	3			19	20
	4	5	6	7*	8	9	10				
	11	12	13	14*	15	16	17	16 End of 5 th Month/1 st Semester			
	18	19	20	21*	22	23	24	19 MLK Holiday			
	25	26	27	28*	29	30	31				
FEB	1	2	3	4*	5	6	7			15	19
	8	9	10	11*	12	13	14	13 End of 6 th Month			
	15	16	17	18	19	20	21	16-20 President's Day/Lincoln's B-Day Holidays, Feb Break			
	22	23	24	25*	26	27	28				
MAR	1	2	3	4*	5	6	7	6 End of 2 nd Trimester		20	14
	8	9	10	11*	12	13	14	9 Makeup Day #3 13 End of 7 th Month			
	15	16	17	18*	19	20	21				
	22	23	24	25*	26	27	28	23 Makeup Day #2 27 End of 3 rd Quarter			
	29	30	31								
APR				1*	2	3	4	3 Makeup Day #4 3 End of 8 th Month	16	13	
	5	6	7	8	9	10	11	6-10 Spring Break			
	12	13	14	15*	16	17	18				
	19	20	21	22*	23	24	25				
	26	27	28	29*	30						
MAY						1	2			19	20
	3	4	5	6*	7	8	9	8 End of 9 th Month			
	10	11	12	13*	14	15	16	11 Makeup Day #1			
	17	18	19	20*	21	22	23				
	24	25	26	27*	28	29	30	25 Memorial Day Holiday			
JUN	31	1	2	3*	4	5	6	5 End of 10 th Month		10	18
	7	8	9	10*	11	12	13	11 Min. Day 12 Last Day of School (Min. Day)	5		
	Total Required Days									182	180

*Wednesdays – Early Release (LES @ 1:30 pm, LHS @ 1:35 pm)



QUOTATION

4/3/2025

1651 S Juanita St., San Jacinto, CA 92581

Drew Sylvia
Northern California Territory Manager
drew@classleasing.net
Ofc: 951.943.1908
Cell: 559.939.2589

District: Sierra County Office of Ed
P.O. Box Drawer B 130 School St
Downieville, CA 95936

Site Location: Sierra County Office of Ed
P.O. Box Drawer B 130 School St
Downieville, CA 95936

Attn: James Beradi
Email: jberardi@spjUSD.org
Phone: (530) 289-3473 x410

Site Contact: James Beradi
Email: jberardi@spjUSD.org
Phone: (530) 289-3473 x410

DESCRIPTION (Sale Pricing)

	Description	Qty.	UOM	Unit Price	Total Charge
A)	24' X 40' New DSA approved classroom w standard roll carpeting & 4" base	1	EA	\$ 106,800.00	\$ 106,800.00
B)	Tenant Improvements: 100 LB Snow Load Roof & Stiffend Floor 150lb	1	EA	\$ 27,533.00	\$ 27,533.00
B)	Tenant Improvements: Offices, Interior door (x2), 4040 XOX Sliding Exterior window, data, 20 amp duplex outlets (x8), light switches (x2), air supply	1	EA	\$ 23,034.00	\$ 23,034.00
C)	Metal 4x11 ramp and 5x7 landing w/handrails	1	EA	\$ 4,590.00	\$ 4,590.00

Sub-Total - Sale: \$ 161,957.00

MOBILIZATION (One-Time Charges)

	Description	Qty.	UOM	Unit Price	Total Charge
D)	Delivery 24x40 per floor	2	EA	\$ 5,800.00	\$ 11,600.00
E)	Installation: above grade wood foundation per prevailing wage	1	EA	\$ 4,800.00	\$ 4,800.00
E)	Installation: foundation material wood	1	EA	\$ 7,906.00	\$ 7,906.00
F)	Exterior 2-color Custom paint/floor	2	EA	\$590.00	\$1,180.00
G)	Wild life/Urban Interface additions (WUI) (Discounted)	1	SUM	\$2,140.00	\$2,140.00
H)	DSA 1MR (If needed)	1	EA	\$2,450.00	\$2,450.00
I)	Permits, Engineering, Mod-PM	1	SUM	\$31,000.00	\$31,000.00

Sub-Total - Mobilization: \$ 61,076.00

TOTAL CONTRACT: \$ 223,033.00

Options to Consider

J)	Window blinds standard (Optional)	9	EA	\$1,049.00	\$9,441.00
K)	Mohawk 26 oz Carpet or equal (Optional Up Grade)	1	SUM	\$13,290.00	\$13,290.00

Color And Materials: 24'x40' New Classroom, July/Aug 2025 delivery/installation All materials, unless otherwise stated on approved plans, are based on Class Leasing standard selections. Class Leasing will supply electronic color selections to choose from for the construction (if non-standard purchase). Selections will need to be made prior to procurement of materials and production or preparation of buildings.

Pricing: This proposal is good for 30 days. We will progress bill monthly for the work completed in factory. One time cost will be paid upon delivery of the building.

Delivery: Factory offline dates are TBD. DSA buildings approval are required prior to scheduling online and offline dates.

Ramps: Ramps require a transition to grade in asphalt or concrete in order to meet ADA requirements. This transition to grade is by District.

Substitutes And Alternates: Class Leasing reserves the right to substitute for Class Leasing standards.

INCLUSIONS
24' X 40' DSA Standard Classroom (New)
<ul style="list-style-type: none">· Standard delivery and installation on wood foundation· 150 lbs/psf floor load· 8'-6" T-grid ceiling system· Standard Carpet w/4" Rubber Base, includes carpet seaming onsite· 18 ga. Steel door in 16 ga. Frame with Schlage ND75 core, Class 2 Educational, Interior office wood doors (x2)· 5/8" Duratemp exterior siding with two colors (body and trim)· Electric wall mounted HVAC 4-ton w/direct end wall return w/ 12 Seer· LED Lights· Mono slope roof· 100 lb snow load· 22 GA. Metal roof (enclosed in lieu of non-enclosed overhangs)· Fire extinguisher, bracket mounted· Single phase 100 amp panel box, single phase power· Dual glazed aluminum framed operable 8040 xox (x2), windows, 4040 xox (x2) windows· Standard tackboard interior wall finish· 4'x8' White marker boards· Wall mounted clock· Metal 4' X 11' Ramp and 5'x7' landing with handrails, Ramp transition to grade onsite by District· 20 amp duplex wall receptacles· Porch light, surface mounted at exterior door locations· Exterior duplex GFCI receptacle· Added foundation materials will be extra charge incrementaly per 2" = \$350.00· Empty J-boxes with covers (x10) per district layout· Gutters and downspouts· 5'-0" front overhang and 2'-6" rear overhang (overhangs are enclosed)· Modular width is 11'-11", per floor for an overall width of a normal 12'-0"· Stand alone 150 lb wood foundation system - standard height package is 8" with a maximum heght 18" per DSA approval.· Added foundation materials will be extra charge incrementaly per 2" = \$350.00· 2' Skirting for bulding and ramp (two foot closure panels between building is available upon request at additional charge)· DSA 1-MR is billed at \$2,450.00 upon request and include two reviews· Permits, Engineering, Mod-PM· Added foundation materials will be extra charge incrementaly per 2" is = \$350.00

EXCLUSIONS

THIS PROPOSAL DOES NOT INCLUDE ANY OF THE FOLLOWING

1. Engineering beyond Class Leasing DSA (Division of State Architect) Modular Engineering
2. Installation is at prevailing wages; PSA and PLA is excluded
3. If site is "High Seismic" the upgrade from a "Low Seismic" building to "High Seismic" is at an additional charge at time of change
4. DSA 1-MR is billed at \$2,450.00 upon request and include two reviews (Only if you need additional)
5. Rebar Shop review is billed at \$856.00 upon request and includes four (4) hours are included
6. Concrete mix review is billed at \$856.00 upon request four (4) hours are included
7. Packages for State Modular Certification; unless stated otherwise herein.
8. Services, manifolds, conduits, panels, meters, disconnects, connections, etc. to site electrical or gas services; unless stated otherwise herein.
9. Any voice, security, notification, fire alarm or fire suppressions systems; unless stated
10. FFE, signage, HVAC testing and balancing, condensation drains, etc.; unless stated otherwise herein.
11. Seismic separation (6" common wall foundation), option is available at an additional charge.□
12. DSA site project approvals
13. Building permit submittal, and final site & building approval
14. Fire sprinklers, fire rating, or fire alarms
15. Concrete foundation, unless otherwise listed above as included
16. City permits, escorts, pilot cars
17. Transition of ramp toe to grade; ramps are fixed at 11' feet in length, transition to grade by District
18. Soundboard interior walls, unless otherwise noted herein
19. On site inspections
20. Connection of site utilities, FA & low voltage systems
21. Extraordinary cost related to rad closure or specialty moving permits, access, and transportation
22. Class Leasing is not responsible for STC ratings, unless specifically stated.
23. Class Leasing is not responsible for delays with the coastal commission, air pollution, FAA permits and restrictions
24. Pricing for proposal common wall foundation is based upon a required level site, assuming tolerances, as acceptable to Class Leasing.
25. Additional ramp and/or handrail extension beyond what is quoted above. Option is available at an additional charge.
26. Security screens or security doors
27. Handling of, mitigation, or remediation of any hazardous materials
28. Modular hydraulic elevator is excluded, however, may be required by DSA, please see optional pricing to under special notes
29. Ramps and decks are provided at an additional cost (not included)
30. Anything not specifically included is excluded

REFERENCE DOCUMENTS

Building Drawing No.	New Std. 24' X 40'	<u>Class Leasing Standard Sale Agreement & Proposal</u>
Building Specifications/PC Dated:		<u>Stockton USD Purchase Order</u>
RFP Documents:		<u>Gonzales Unified Piggyback</u>

ACCEPTANCE & ACKNOWLEDGEMENTS

This proposal is subject to Class Leasing, LLC, herein known as "Class Leasing" credit approval of Customer. Equipment is subject to availability. By signing below, customer accepts the terms of this proposal including prices, specifications and referenced documentation, and instructs Class Leasing to make appropriate arrangements for the preparation and manufacturer of the Equipment identified herein and agrees that such signature constitutes customer's acceptance of and agreement to the Class Leasing Sales Agreement. Such sale, and the customer's agreement thereto, is subject to Class Leasing's standard terms and conditions that are incorporated by reference herein. Customer may request a copy of the terms and conditions from Class Leasing. No alterations, additions, exceptions, or changes to any Proposal or Agreement made by Customer shall be effective against Class Leasing, whether made hereon, contained in any printed form of Sale or elsewhere, unless accepted in writing by Class Leasing. Any customer purchase order or other customer-provided document purporting to replace, supersede or supplement the terms and conditions of the Class Leasing Sale Agreement shall carry no force or effect except as an instrument of billing.

CLASS LEASING, LLC

Signature: _____

Name: *Drew Sylvia*

Title: Northern California Regional Manager

Date: April 3, 2025

CUSTOMER

Signature: _____

Name: James Beradi

Title: Superintendent

Date: _____



QUOTATION

4/3/2025

1651 S Juanita St., San Jacinto, CA 92581

Drew Sylvia
Northern California Territory Manager
drew@classleasing.net
Ofc: 951.943.1908
Cell: 559.939.2589

District: Sierra County Office of Ed
P.O. Box Drawer B 130 School St
Downieville, CA 95936

Site Location: Sierra County Office of Ed
P.O. Box Drawer B 130 School St
Downieville, CA 95936

Attn: James Beradi
Email: jberardi@spjUSD.org
Phone: (530) 289-3473 x410

Site Contact: James Beradi
Email: jberardi@spjUSD.org
Phone: (530) 289-3473 x410

DESCRIPTION (Sale Pricing)

	Description	Qty.	UOM	Unit Price	Total Charge
A)	48 X 40' New DSA Standard approved open classroom (New) on wood foundation	1	SUM	\$ 189,175.00	\$ 189,175.00
B)	Metal 4x11 ramp and 5x7 landing w/handrails	2	EA	\$ 4,590.00	\$ 9,180.00
C)	Tenant Improvements: 100 LB Snow Load Roof & Stiffend Floor 150lb	1	EA	\$ 53,510.00	\$ 53,510.00
D)	Tenant Improvements: Offices, Interior door (x2), 4040 XOx Sliding Exterior window, data, 20 amp duplex outlets (x8), light switches (x2), air supply	1	EA	\$ 52,377.00	\$ 52,377.00

Sub-Total - Sale: \$ 304,242.00

MOBILIZATION (One-Time Charges)

	Description	Qty.	UOM	Unit Price	Total Charge
E)	Delivery 48x40 per floor	4	EA	\$ 5,800.00	\$ 23,200.00
F)	Installation: above grade wood foundation per prevailing wage	1	EA	\$ 9,800.00	\$ 9,800.00
G)	Installation: foundation material wood & flashing	1	EA	\$ 15,177.00	\$ 15,177.00
H)	Exterior 2-color Custom paint/floor	4	EA	\$ 590.00	\$ 2,360.00
I)	Wild life/Urban Interface additions (WUI) (Discounted)	1	SUM	\$ 2,140.00	\$ 2,140.00
J)	DSA 1MR (If needed)	1	EA	\$ 2,450.00	\$ 2,450.00
K)	Permits, Engineering, Mod-PM	1	SUM	\$ 36,000.00	\$ 36,000.00

Sub-Total - Mobilization: \$ 91,127.00

TOTAL CONTRACT: \$ 395,369.00

Options to Consider

J)	Window blinds standard (Optional)	1	SUM	\$ 2,952.00	\$ 2,952.00
K)	Mohawk 26 oz Carpet or equal (Optional Up Grade)	1	SUM	\$ 26,578.00	\$ 26,578.00

GENERAL NOTES

Color And Materials: 48'x40' New Classroom, July/Aug 2025 delivery/installation All materials, unless otherwise stated on approved plans, are based on Class Leasing standard selections. Class Leasing will supply electronic color selections to choose from for the construction (if non-standard purchase). Selections will need to be made prior to procurement of materials and production or preparation of buildings.

Pricing: This proposal is good for 30 days. We will progress bill monthly for the work completed in factory. One time cost will be paid upon delivery of the building.

Delivery: Factory offline dates are TBD. DSA buildings approval are required prior to scheduling online and offline dates.

Ramps: Ramps require a transition to grade in asphalt or concrete in order to meet ADA requirements. This transition to grade is by District.

Substitutes And Alternates: Class Leasing reserves the right to substitute for Class Leasing standards.

INCLUSIONS

48' X 40' DSA Standard Classroom (New)

- Standard delivery and installation on wood foundation
- 150 lb psf floor load
- 100 lb snow load
- 8'-6" T-grid ceiling system
- Electric wall mounted HVAC 4-ton (x2) w/direct end wall return and supply registers (x8)
- Mono slope roof
- 22 GA. Metal roof
- Gutters and downspouts
- Metal 4' X 11' Ramp and 5'x7' landing with handrails, Ramp transition to grade onsite by District (x2)
- Porch light, surface mounted at exterior door locations
- 2' Skirting for building and ramp (two foot closure panels between building is available upon request at additional charge)
- 5'-0" front overhang and 2'-6" rear overhang
- Stand alone wood foundation system - standard height package is 8" with a maximum height 18" per DSA approval.
- Added foundation materials for 150 lb load w 12" sheet metal flashing if additional will be extra charge incrementally per 2" = \$350.00
- New Standard Carpet w/4" Rubber Base, includes carpet seaming onsite
- Tenant Improvement: ADA Interior offices spaces
- Tenant Improvement: Custom 2 Color Paint Option
- Fire extinguisher, bracket mounted
- Single phase 100 amp panel box, single phase power
- Dual glazed aluminum framed operable window, 8040 XOX (x4) 4040 XOX (x3)
- Standard tackboard interior wall finish
- White Boards (x4)
- Wall mounted clock, (x2)
- 20 amp duplex wall receptacles (x12) for office spaces and ceiling mount (x1), 12 Jdata boxes (x4/office), ceiling j box
- DSA I-MR permit/include two reviews
- Permits: Engineering, Mobilation-PM
- Added foundation materials will be extra charge incrementally per 2" is = \$350.00

EXCLUSIONS

THIS PROPOSAL DOES NOT INCLUDE ANY OF THE FOLLOWING

1. Engineering beyond Class Leasing DSA (Division of State Architect) Modular Engineering
2. Installation is at prevailing wages; PSA and PLA is excluded
3. If site is "High Seismic" the upgrade from a "Low Seismic" building to "High Seismic" is at an additional charge at time of change
4. DSA 1-MR is billed at \$2,450.00 upon request and include two reviews (Only if you need additional)
5. Rebar Shop review is billed at \$856.00 upon request and includes four (4) hours are included
6. Concrete mix review is billed at \$856.00 upon request four (4) hours are included
7. Packages for State Modular Certification; unless stated otherwise herein.
8. Services, manifolds, conduits, panels, meters, disconnects, connections, etc. to site electrical or gas services; unless stated otherwise herein.
9. Any voice, security, notification, fire alarm or fire suppressions systems; unless stated
10. FFE, signage, HVAC testing and balancing, condensation drains, etc.; unless stated otherwise herein.
11. Seismic separation (6" common wall foundation), option is available at an additional charge.□
12. DSA site project approvals
13. Building permit submittal, and final site & building approval
14. Fire sprinklers, fire rating, or fire alarms
15. Concrete foundation, unless otherwise listed above as included
16. City permits, escorts, pilot cars
17. Transition of ramp toe to grade; ramps are fixed at 11' feet in length, transition to grade by District
18. Soundboard interior walls, unless otherwise noted herein
19. On site inspections
20. Connection of site utilities, FA & low voltage systems
21. Extraordinary cost related to rad closure or specialty moving permits, access, and transportation
22. Class Leasing is not responsible for STC ratings, unless specifically stated.
23. Class Leasing is not responsible for delays with the coastal commission, air pollution, FAA permits and restrictions
24. Pricing for proposal common wall foundation is based upon a required level site, assuming tolerances, as acceptable to Class Leasing.
25. Additional ramp and/or handrail extension beyond what is quoted above. Option is available at an additional charge.
26. Security screens or security doors
27. Handling of, mitigation, or remediation of any hazardous materials
28. Modular hydraulic elevator is excluded, however, may be required by DSA, please see optional pricing to under special notes
29. Ramps and decks are provided at an additional cost (not included)
30. Anything not specifically included is excluded

REFERENCE DOCUMENTS

Building Drawing No.	New Std. 48' X 40'	<u>Class Leasing Standard Sale Agreement & Proposal</u>
Building Specifications/PC Dated:	_____	<u>Stockton USD Purchase Order</u>
RFP Documents:	_____	<u>Gonzales Unified Piggyback</u>

ACCEPTANCE & ACKNOWLEDGEMENTS

This proposal is subject to Class Leasing, LLC, herein known as "Class Leasing" credit approval of Customer. Equipment is subject to availability. By signing below, customer accepts the terms of this proposal including prices, specifications and referenced documentation, and instructs Class Leasing to make appropriate arrangements for the preparation and manufacturer of the Equipment identified herein and agrees that such signature constitutes customer's acceptance of and agreement to the Class Leasing Sales Agreement. Such sale, and the customer's agreement thereto, is subject to Class Leasing's standard terms and conditions that are incorporated by reference herein. Customer may request a copy of the terms and conditions from Class Leasing. No alterations, additions, exceptions, or changes to any Proposal or Agreement made by Customer shall be effective against Class Leasing, whether made hereon, contained in any printed form of Sale or elsewhere, unless accepted in writing by Class Leasing. Any customer purchase order or other customer-provided document purporting to replace, supersede or supplement the terms and conditions of the Class Leasing Sale Agreement shall carry no force or effect except as an instrument of billing.

CLASS LEASING, LLC

Signature: _____

Name: *Drew Sylvia*

Title: Northern California Regional Manager

Date: April 3, 2025

CUSTOMER

Signature: _____

Name: James Beradi

Title: Superintendent

Date: _____

Ethnic Studies - Sierra-Plumas Joint Unified School District

Pilot Course - 2025-2026

Basic Course Information

Institution: Loyalton High School and Downieville Jr/Sr High School

Honors Type: (None)

Length of Course: Half Year

Subject Area: College-Preparatory Elective

Discipline: Interdisciplinary ELA/History Social Studies

Grade Levels: 9th, 10th, 11th, 12th

Integrated course?: No

Course Learning Environment: Classroom Based

Transcript Code(s): Ethnic Studies

Public Notes: (None)

Overview

The Ethnic Studies course aims to increase students' cultural and social understanding about their personal connections to local/regional, state, and global histories as they pertain to ethnicity, different ethnic groups, and society. This course focuses on the experiences of American Indians, Chicanas/os and Latinas/os, African Americans, and Asian Americans. The major purpose of this course is to educate students to be conscious about past and present day stories of the ethnic groups centered in this course and make connections between personal and collective shared experiences. The course spans from past to present, including local histories and social reform, allowing students to identify social patterns and universal qualities present in all ethnic/cultural aspects of society, including their own.

This one-semester course will focus on the experiences of American Indians, Chicanas/os and Latinas/os, African Americans, and Asian Americans. This course will also include an identity unit in which students will consider concepts related to their own personal, group, and/or national identity and see connections between themselves and others.

Course Content

Unit 1: Personal Identity & Creating a Positive Classroom Culture

In this two-week unit, students will explore the meaning of words such as race and ethnicity as they pertain to individuals and communities. Students will engage in group and paired activities that will explore their own identity and build a positive classroom culture, enhance positive communication even when disagreeing that allows for healthy dialogue. The overall objective of the Identity Unit is for students to explore themselves and how they fit into society and learn and grow from others' experiences.

Students will explore and reflect on their own complex and interrelated identities as well as some of the diverse identities of their local and global community. Students will consider how identity is shaped by ancestral and community ties and experiences.

Instructional Resources

1. The CA Model Curriculum: Creating Safe Spaces & Community Building Activities to use to create community: pp 412
 - a. [Rose & Thorn Activity](#) from Edutopia
 - b. [Fishbowl Activity](#)
2. [3 Steps to Creating Civil Discourse in the Classroom](#)
3. Edutopia: Cultivating curiosity in the classroom: Students generating questions using the [Question Formulation Technique \(QFT\) resources](#)
4. The Danger of a Single Story by Chimamanda Ngozi Adichie. [TED Talk Lesson](#)
5. Identity Star [Worksheet](#)
6. Migration Stories & Oral History: Adapted from Library of Congress and Ethnic Studies Model Curriculum: [Oral History Lesson Plan](#)

Sample Assignments and Tasks

1. Who am I/Where am I From Poems from CA Model Curriculum or [Writing Mindset](#)
2. Understanding Identity and How it is Formed Lesson from Teaching History and Ourselves: [Lesson](#)
 - a. Students create a social identity wheel based on group membership, being aware of different aspects of their individual identity. Personal Identity: [Worksheet](#) and [Social Identity Wheel Worksheet](#)
3. Using interviews, students gather key narrative details surrounding their own family's immigrant story, local populations and their immigrant experiences and how they came to live in the Sierra Valley. Students will develop a presentation, short documentary film, or written report or narrative highlighting the stories.

Unit 2: Native American Studies

In this three-week unit, students will study and explore the experience of local and regional/national indigenous populations both historically and in terms of contemporary issues. Focusing first on local Sierra County indigenous historical figures, students will develop a local understanding of Native American histories. They will gain a deeper knowledge of how their local indigenous groups exist today and celebrate and connect with their lands, their peoples, their cultural practices, and their collective futures. Once grounded in local indigenous case studies, students will broaden their understanding of regional, state, and national Native American histories, cultures, and experiences.

Instructional Resources

1. Sierra County Historical Society and The Sierra Valley Preserve
2. California Indian Education for All Website:
<https://www.caindianeducationforall.com/>
3. <https://www.unr.edu/wolf-pack-way>
4. <https://stewartindianschool.com/>: Carson Indian Boarding School
5. [Celebrating Nevada Indians](#)
6. National Museum of the American Indian [Website and Resources](#)

Sample Assignments & Tasks

1. Research and learn about local indigenous communities. Starting with the histories of the Washoe, Maidu, Nisenan in our region and case studies around local important historical figures:
 - a. Richard Barrington (sent to Carson Indian School) and son Lloyd Barrington, Washoe Tribe.
 - i. Loyd was Owner/Operator of the Sierraville Lumber Company and First Native American to graduate from UNR.
 - b. Students will read and learn about the assimilation of Native American Children: [Lesson Plan](#) from PBS
2. Research and learn about Pijo, a Native American executed for a murder of two Chinese miners in Indian Valley in 1853.
3. Research and learn about Ishi (with connections to Sierra and Nevada Counties), the last Californian Indian known to live in the wild.
 - a. The impact of the Gold Rush on Native American people of CA [Lesson](#)

4. Students will visit the Sierra Valley Preserve and do a photo journal digital report about their experience.
 - a. Center indigenous culture: Incorporate hands-on activities such as working with willow structures, Camus Lily ovens, etc.
 - b. Celebrate what Native American culture and resilience looks like today and learn about practices that are living today:
 - i. Land Stewardship [Article Lessons](#) from Newsela
 - ii. Preserving indigenous languages from [Newsela Lesson](#)
 - c. Meet with tribal leaders / elders to learn more about their living culture and exceptional resilience
5. Learn about CA Rancherias and sacred Native American sites across the US.
6. California mission history: <https://calindianmissions.org/>
 - a. Prepare a short one-slide presentation on a California Indian and their experience in mission living.
 - b. [Lesson Plan](#)
7. Working in small groups, students will select a Northern California tribe to study and investigate. Questions to research include: How was your tribe and its people impacted by different federal, state, and local Native American laws? (This should include both historical and current impacts.) What social movements led to positive change for your tribe? What challenges continue to face your tribe? What opportunities exist for celebration for your tribe? Who are past and current leaders and what is their work today? Describe their living culture and the resilience that continues today. Research will be presented in a multiparagraph report. Additionally, groups will prepare poster presentations that provide key findings. Groups will present their poster and the class will listen and take notes on the presentations.

Unit 3: Latino American Unit

In this three-week unit, students will study and explore the experience of Latino Americans both historically and in terms of contemporary issues. Focusing first on local Sierra County Latino/a historical figures, students will develop an understanding of their histories, contributions, and lived experiences in our local context. Building from there, students will explore statistics and the diverse ethnic groups living in the United States within the Latino community. Students will learn about the cultural and political similarities/differences between South Americans, Central Americans, and Mexican Americans, and the groups' past and current lived experiences in California and the United States.

Instructional Resources:

1. Sierra County Historical Society & Sierra Valley Preserve
2. California Parks: www.parks.ca.gov
3. California Dept. of Education
 - a. [Remember the Ladies Lesson](#)
4. National Park Services Webpage: Thirty Years of Farm Workers Struggle
5. [California Educators Together Lesson Resources](#)

Sample Assignments & Tasks

1. The story of Juanita, by William Secrest, a booklet sold at the Downieville Museum.
2. Josefa Segovia, aka Juanita: 1851 Downieville lynching that seems to be tied to her ethnicity of Latino heritage. Much can be found online, a recent LA Times article, a contemporary Opera “Girls of the Golden West, and a NY Times article on the opera. She was hanged in California 168 years ago — for murder or for being Mexican?
<https://www.latimes.com/california/story/2019-12-05/downieville-california-mexican-woman-hanging>
3. Sharing Family Photos Activity: [Pláticas con Family Photos](#)
4. Students do a compare/contrast project studying the Vaqueros and Buckaroos and the modern day cowboy
 - a. [Lesson on how the Vaqueros inspired the cowboys](#)
5. Students will write a brief 3-paragraph essay on the history and experiences of farm workers in California and the important Chicano figures who supported their work and rights, including important women.
 - a. Cesar Chavez, Dolores Huerta, etc
6. Positive Reforms as a result of different social movements: Educational Reforms in California as a result of L.A. Unified’s student reform movement of 1968.
 - a. [Lesson Plan](#)
7. Working with a partner, students will create a digital presentation for their classmates. Presentations will (1) select one Latino American group (e.g., Mexicans, Guatemalans, Ecuadorians, etc.), (2) explain the political, social, and economic reality of the group selected within the United States, (3) demonstrate an understanding of the impact of immigration on this group, and (4) be grounded in evidence.

Unit 4: African American Unit

In this three-week unit, students will study and explore the experience of African Americans both historically and in terms of contemporary issues, with an emphasis on

the post-WWII Civil Rights Movement. Focusing first on local Sierra County African American historical figures, students will develop an understanding of their histories, contributions, and lived experiences in our local context. Building from there, students will explore the role African Americans played in the growth and development of the United States. Students will also develop an understanding of the diversity and cultural uniqueness within the African American community, researching the cultural and social influences that have shaped them and society.

Instructional Resources

1. Sierra County Historical Society & Sierra Valley Preserve
2. www.beckwourth.org
3. California Educators Together Ethnic Studies Resources
 - a. [African-American Innovators Lesson](#)
4. [National Museum of African American History & Culture](#)
5. [Black American West Museum & Heritage Center](#)
6. National Park Service Website: <https://www.nps.gov/mlkm/index.htm>

Sample Assignments & Tasks

1. The Life & Times of Jim Beckwourth: Group presentation
 - a. <https://beckwourth.org/Biography/index.html>
 - i. Born into slavery: How did that affect his life, change it, impact the course of his life?
 - b. Ina Coolbrith, poet Laureate of California and for whom a peak outside of Loyaltown was named and who traveled with Jim Beckwourth into the Sierra Valley
2. Jim Crow (No knowledge of real name). He was given the racist “Jim Crow” name because he was African American and Hawaiian), an early miner with William Downie.
 - a. Name changes to roads in Sierra County
3. Survey of Ancient African Cultures and Histories
 - a. Newsela Article Lessons
 - b. Other [web documents](#)
4. Study the role of African American soldiers and African American citizens during the Civil War and the expansion of the west
5. Understanding Red-Lining Lesson: [Interactive Map Lesson](#) from pbslearningmedia.org
6. Students will examine and analyze the figures of speech in Martin Luther King Jr.’s speech “I Have a Dream” and how the line "With this faith, we will be able to hew out of the mountain of despair a stone of hope," is the inspiration for the Martin Luther King Jr. National Monument in Washington DC.

- a. Civil Rights Social Movement that resulted in positive social reforms for the African American people
- 7. Students will respond in writing to the following prompt: Select an issue facing African Americans today. Using methods employed by post-WWII Civil Rights activists, suggest a course of action that would lead to the resolution of the issue you selected. All recommendations must be grounded in evidence from text.
 - a. Research the leaders of the movement: women leaders
- 8. Research and report on African American Innovators
 - a. [Introduction to African American Innovators Lesson](#)
 - b. [Newsela Article Lesson](#) on African American innovators

Unit 5: Asian American Unit

In this three-week unit, students will study and explore the experience of Asian Americans both historically and in terms of contemporary issues. Focusing on local Sierra County Asian American historical figures, students will develop an understanding of their histories, contributions, and lived experiences in our local context. Building from there, students will explore statistics and the diverse ethnic Asian American groups living in the United States.

Instructional Resources

- 1. Kentucky Mine Museum and Donner State Museum
- 2. Truckee railroad and Historical Society
- 3. Chinese Railroad Workers in North America Project:
<https://web.stanford.edu/group/chineserailroad/cgi-bin/website/faqs/>
- 4. The CA Model Curriculum
 - a. Adapted Chinese Railroad Workers lesson and [version of The Model Minority Myth Lesson](#), Hmong History and Culture lesson, and Pacific Islander History and Culture Lesson

Sample Assignments:

- 1. Queen Louie, one of the last of the Chinese in Sierra City.
 - a. Research the Asian American community and their work in the mining on the west side of Sierra County.
 - i. [Video](#) on Chinese mineworkers
 - b. Largest group of workers
- 2. Chinese railroad workers and the building of The transcontinental railroad/Central Pacific Line

- a. Chinese Railroad Workers lesson Adapted from CA Model Curriculum, p. 188: Connect to Truckee history, which had a ChinaTown and large railroad worker population.
 - i. Field Trip to Truckee to railroad/Sac railroad museum
 - ii. Stanford Chinese North American Railroad Project [Resources](#): Information, [Digital/Virtual maps and visualizations](#), [video](#)
3. Hmong Americans - Adapted lesson from CA Model Curriculum, p.201
 - a. Asian American Farmworkers and Farmers in CA
4. The Japanese American Internment Experience Through Poetry and Spoken Word:
 - a. Tulelake Internment Camp, Manzanar Internment Camp
5. Historical and Contemporary Experiences of Pacific Islanders in the US
 - a. Lesson adapted from the Model Curriculum, P. 255
6. Working in groups, students will prepare for a debate on the question: Is the perception that Asians are the “model minority” accurate? Groups should be prepared to present both sides of the issue and argue their position based on evidence. Groups must have multiple forms of evidence, including, but not limited to, levels of education, economic data, and voting data.
 - a. [Lesson Plan](#)

Additional Instructional Resources Specific to Sierra County and Encompassing all of the Units

1. All six volumes of James J. Sinnott on Sierra County history: Vol 1 on Downieville, Vol 2 is Sierra City and Goodyears Bar, Vol 3 in Forest City and Alleghany, Vol 4 is Loyalton, Sierraville, and the Sierra Valley, Vol 5 is Over North about the mining camps north of Downieville to La Porte, Vol 6 is a General History of the County.
2. An 1882 history of Sierra County by Fariss and Smith.
3. “Roar of the Monitors”, a history of the area north of Downieville by Jann Garvis.
4. Lee Adams’ Survey of the 26 pioneer cemeteries of Sierra County documenting some 1,300 graves from Alleghany to Whiskey Diggins.
<http://www.usgwtombstones.org/california/sierra.html>

STANDARDS ADDRESSED IN COURSE

CA English Language Arts Standards:

- CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- CCSS.ELA-LITERACY.SL.9-10.1B: Work with peers to set rules for collegial discussions and decision-making.
- CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CA English Language Arts Anchor Standards

- CCSS.ELA-Literacy.CCRA.R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCSS.ELA-Literacy.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CA History & Social Science Content Standards/Analysis Skills:

- Chronological and Spatial Thinking 3: Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
- Chronological and Spatial Thinking 4: Students relate current events to the physical and human characteristics of places and regions
- Historical Research, Evidence, & Point of View 4: Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

2025-2026 Extra Duty Assignments - Positions To Be Filled

Athletic Coaches

<u>Coaching Assignments</u>	<u>STIPEND</u>
Athletic Director - Loyaltton High/\$2,750 per season x3/\$8250 cap	\$8250 cap
Athletic Director – Downieville/\$750 per season, \$2,250 cap	\$2,250 cap
Athletic Director - Loyaltton Grades TK-8 \$2,000 per season, \$6,000 cap	\$6,000 cap
Varsity Football, LHS	\$2,250
Assistant Varsity Football, LHS	\$1,750
Varsity Basketball - Boys	\$2,250
J.V. Basketball – Boys	\$2,250
Varsity Basketball - Girls	\$2,250
J.V Basketball – Girls	\$2,250
7 th Grade Basketball – Boys	\$750
8 th Grade Basketball – Boys	\$750
7 th Grade Basketball - Girls	\$750
8 th Grade Basketball – Girls	\$750
7 th /8 th Gr COED Basketball, DVL	\$1,750
Boys Baseball	\$2,250
Girls Softball	\$2,250
Varsity Volleyball - Girls	\$2,250
JV Volleyball – Girls	\$1,750
Track	\$2,250
Tennis	\$1,750
Cheerleading Advisor-per season, max 2 season per year	\$2,250
Golf	\$1,750
Cross Country	\$750
Physical Fitness Coordinator District-wide	\$750
Soccer	\$2,250
Varsity Alpine Ski and Snowboard	\$1,750

All positions subject to approval by the Sierra-Plumas Joint Unified School District Governing Board at the April 2025, regular meeting

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

CERTIFICATED PERSONNEL

2025-2026 Extra Duty Assignments - Positions to Be Filled

The following Extra Duty Assignment temporary positions and stipends are subject to the Sierra-Plumas Joint Unified Governing Board approval on April 08,2025.

	<u>Stipend</u>
WASC Lead	
Loyalton Maintenance Year	\$1,250
Downieville Maintenance Year	\$1,250
Site Technology Coordinator	\$1,750
<ul style="list-style-type: none">Loyalton ElementaryLoyalton Junior/Senior High 7-12Downieville K-12	
Teacher-In-Charge (per semester)	\$1,250
<ul style="list-style-type: none">Loyalton Junior/Senior High 7-12Loyalton Elementary TK-6Downieville TK-12	
Lead Teacher Downieville per month	\$1,250
Student Study Team (SST) Site Facilitator	
<ul style="list-style-type: none">Loyalton High 7-12Downieville K-12LES K-6	<div>\$1,750</div> <div>\$1,250</div> <div>\$1,750</div>
<i>Advisor Friday Night Live Kids</i>	
<ul style="list-style-type: none"><i>Loyalton Grades K-6</i><i>Downieville Grades K-6</i>	<div>\$2,500</div> <div>\$1,500</div>
<i>Advisor Friday Night Live</i>	
<ul style="list-style-type: none"><i>Loyalton Grades 9-12</i><i>Downieville Grades 9-12</i>	<div>\$2,500</div> <div>\$1,500</div>
<i>Advisor Club Live</i>	
<ul style="list-style-type: none"><i>Loyalton Grades 7-8</i><i>Downieville Grades 7-8</i>	<div>\$2,500</div> <div>\$1,500</div>
<i>Advisor Associated Student Body-LHS</i>	\$2,500
<i>Advisor Associated Student Body-DHS</i>	\$1,250

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 955
109 Beckwith Road
Loyalton, California 96118

Sean Snider
Superintendent

Phone: (530) 993-1660
FAX: (530) 993-0828
Email: ssnider@spjUSD.org

Middle School Cost Projections Plan A

***Plan A Relies on being funded as a necessary small school.

This increased level of funding allows for hiring a school administrator with primary responsibility for the middle school, but could also provide support to Loyalton high School, Loyalton Elementary School, and even Downieville in cases of extreme hardship. The increased funds also allow hiring a fourth teacher to reduce class sizes and split the large 8th grade class.

Projected Middle School Base Revenues if funded as a Necessary Small School:

***Projected enrollment of 82 students

\$802,469 (if ADA is 49-72)

\$1,067,976 (if ADA is 73-96)

One Time Costs:

Portable Classroom for Sierra Pass at adult ed facility??	\$425,000
Parking Area Behind Room 9	\$10,000
4 SMART Boards	\$6,364
60 Student Desks and Chairs	\$10,000
<i>Total One-Time Costs:</i>	\$456,364

New Ongoing Costs:

School Administrator	\$156,649
1 Additional Teacher	\$75,322
Full-Time Site Secretary	\$62,952
Two 3.5-hour Instructional Aides for lunch supervision and classroom support	\$31,018
Increased maintenance and custodial needs	\$47,086
<i>Total Ongoing Costs:</i>	\$373,027

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 955
109 Beckwith Road
Loyalton, California 96118

Sean Snider
Superintendent

Phone: (530) 993-1660
FAX: (530) 993-0828
Email: ssnider@spjUSD.org

Middle School Cost Projections Plan B

***Plan B relies on using our existing teaching and administrative staff in the event we are not funded as a necessary small middle school.

Projected Middle School Revenues if funded under LCFF:

***Note this would not be additional revenue for next year on top of what we already receive. This is the amount we project the 6th, 7th, and 8th grade students would generate based on this year's ADA and the LCFF funding model.

\$802,386

One Time Costs:

Portable Classroom for Sierra Pass at Adult Ed Facility??	\$425,000
Parking Area Behind Room 9	\$10,000
4 SMART Boards	\$6,364
60 Student Desks and Chairs	\$10,000

Total One-Time Costs: **\$456,364**

New Ongoing Costs:

Full-Time Site Secretary	\$62,952
Two 3.5-hour Instructional Aides for lunch supervision and classroom support	\$31,018
Increased maintenance and custodial needs	\$47,086

Total New Ongoing Costs: **\$141,056**

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

P.O. Box 955
109 Beckwith Road
Loyalton, California 96118

Sean Snider
Superintendent

Phone: (530) 993-1660
FAX: (530) 993-0828
Email: ssnider@spjUSD.org

April 9, 2025

To: Sierra County Transportation Commission

From: Sierra-Plumas Joint Unified School District

At the April 8, 2025 meeting of the Board of Education for the Sierra-Plumas Joint Unified School District, the Board approved the transfer of the vehicle from the Sierra County Transportation Commission to the District.

The vehicle is listed as a 2017 Ford StarCraft - Class A Starlite bus. We are able to receive the bus at our Loyalton High School site as soon as it is logistically possible.

The Sierra-Plumas Joint Unified School District is grateful and appreciative for the transaction as the vehicle will greatly assist in transporting students throughout the County.

Sincerely,

Sean Snider
Superintendent

March 28, 2025

Sealed Bid for 2007 Honda CR-V

To Whom It May Concern,

I am writing to submit my sealed bid for the purchase of the vehicle described below:

- Vehicle Make: Honda CR-V

- Vehicle Model: Honda

- Vehicle Year: 2007

- VIN: 5J6RE48327L018789

I would like to submit a bid of \$1505.00 for the purchase of the vehicle.

I look forward to your response and am happy to provide any additional information or clarification as needed.

Sincerely,

Laraine Sei

PO Box [REDACTED]
Loyalton, CA 96118
[REDACTED]

CSBA POLICY GUIDE SHEET – April 08, 2025 *First Reading*

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 5125 - Student Records

Policy updated to include in the first philosophical paragraph disclosure of records in the list of administrative regulations the Superintendent or designee is required to establish. Additionally, policy updated to reflect **NEW LAW (AB 801, 2024)** which requires districts to provide documentation that a student has not been enrolled in the district for at least 60 days to the operator of a website, online service or application, or mobile application that has control of student records which contain covered information that is not subject to the California Consumer Privacy Act, if the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records. In addition, policy updated to reflect **REVISED GUIDANCE** from the California Attorney General related to responding to immigration enforcement in K-12 schools. Policy also updated to broaden the applicability of the prohibition against disclosure by deleting reference to "Superintendent or designee" and replacing with "district or district employee", and add the requirement that the Superintendent or designee develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. Additionally, policy updated to add requirements related to the retention, disclosure, and security of student records, including that the Superintendent or designee (1) ensure the confidentiality of student records as required by law and establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft, which may be caused by the use of technology, including artificial intelligence, in the retention or disclosure of student records and breaches to the district's digital infrastructure, (2) ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure, and (3) report a cyberattack to the California Cybersecurity Integration Center if the district experiences a cyberattack that impacts more than 500 students or personnel.

Board Policy 5131 - Conduct

Policy updated to reflect **NEW LAW (AB 3216, 2024)** which requires the Governing Board to, by July 1, 2026, develop, adopt, and update every five years a policy to limit or prohibit student use of smartphones while at a school site or under the supervision and control of district employee(s). Additionally, policy updated to expand the list of prohibited student conduct to include conduct that is prohibited by law related to suspension and expulsion.

Board Policy 5131.6 - Alcohol and Other Drugs

Policy updated to add language which requires districts to annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, and to reflect **NEW LAW (AB 2690, 2024)** which requires districts to notify parents/guardians about the risk of social media being used as a way to market and sell synthetic drugs. Additionally, policy updated to reflect **NEW LAW (AB 2711, 2024)** which prohibits the suspension of students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports solely for that disclosure, **NEW LAW (SB 997, 2024)** which prohibits districts that serve students in middle school, junior high school, high school, or adult school from prohibiting a student in middle school, junior high school, or high school, while on a school site or participating in school activities, from carrying fentanyl test strips while on a school site or participating in school activities, to carry fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, and **NEW LAW (AB 2998, 2024)**, which provides that districts may not prohibit students 12 years of age or older, while on a school site or participating in school activities, from carrying or administering, for the purposes of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose, a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication. In addition, policy updated to add language which authorizes a district to use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral.

Board Policy 5131.8 - Mobile Communication Devices

Policy updated to reflect **NEW LAW (AB 3216, 2024)** which requires the Governing Board to, by July 1, 2026, develop, adopt, and update every five years a policy to limit or prohibit student use of smartphones while at a school site or under the supervision and control of district employee(s). Additionally, policy updated to add options which offer different approaches to regulating the use of smartphones and other mobile communication devices. In addition, policy updated to clarify language related to the search of a student's personal electronic device.

Board Policy 5141.5 - Mental Health

Policy updated to include substance abuse in instruction provided to students, and to include students as recipients of information and training that the Superintendent or designee is required to provide. Additionally, policy updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires the district to, by July 1, 2029, certify to the California Department of Education that all certificated employees and 40 percent of classified employees who have direct contact with students in grades 7-12 receive youth behavioral training at least one time, and (2) requires the Governing Board of any district serving students in grades 7-12 to, before January 31, 2026, adopt a policy at a regularly scheduled meeting, on referral protocols for addressing student behavioral health concerns. In addition, policy updated to reflect that the Superintendent or designee is required to provide and require at least one hour of training to support lesbian, gay, bisexual, transgender, queer, and questioning cultural competency annually to all certificated employees serving students in grades 7 to 12, and that the district is required to maintain records documenting the date that each employee completed such training and the name of the entity that provided the training. Policy also updated to expand material related to telehealth or other information and communication technologies for mental and behavioral health services for students.

Board Policy 5141.52 - Suicide Prevention

Policy updated to reflect **NEW LAW (SB 1318, 2024)** which, if the district does not have a school mental health professional or contract with a mental health professional, encourages the Governing Board to consider when reviewing its policy on suicide prevention whether funding should be identified for purposes of hiring a school mental health professional. Additionally, policy updated to require that measures and strategies for suicide prevention, intervention, and postvention include student instruction on help-seeking strategies and resources, and expand tasks of district and/or school-site crisis intervention team(s) to include posting of suicide prevention policy, protocols, and resources on district and school websites. In addition, policy updated to include material related to addressing mental health disabilities, as well as language regarding the establishment of a process to maintain regular contact with students, including during distance learning or school closures, and to communicate emotional wellbeing and or safety concerns. Policy also updated to include that mental health and behavioral health services be provided for in accordance with Board Policy 5141.5 - Mental Health, which includes the provision of services by way of telehealth technology.

Board Policy 5145.13 - Response to Immigration Enforcement

Policy updated to reflect **REVISED GUIDANCE** from the California Attorney General related to responding to immigration enforcement in K-12 schools, including the prohibition against seeking or requiring information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. Additionally, policy updated to incorporate language from the accompanying administrative regulation related to the prohibition against using resources and data collected by the district to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Policy 5125: Student Records**

CSBA NOTE: The following mandated policy and accompanying administrative regulation address student records, which are governed by both federal and state law, including the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g, 34 CFR 99.1-99.8), the Protection of Pupil Rights Amendment (PPRA) (20 USC 1232h), the Children's Online Privacy Protection Act (COPPA) (15 USC 6501-6506, 16 CFR 312), Education Code 49069.7 and 49073.1, K-12 Pupil Online Personal Information Protection Act (Business and Professions Code 22584), Early Learning Personal Information Protection Act (Business and Professions Code 22586), and 5 CCR 430-438. For information regarding public access to certain records in accordance with the California Public Records Act (CPRA) (Government Code 7920.000 - 7930.215), see BP/AR 1340 - Access to District Records and BB 9012 - Board Member Electronic Communications. For information regarding retention of records, see BP/AR 3580 - District Records and AR 4112.6/4212.6/4312.6 - Personnel Files.

Pursuant to 5 CCR 431, districts are mandated to establish policies and procedures to implement state law and regulations regarding student records, including policies and procedures which (1) enumerate and describe the student records collected and maintained by the district, (2) ensure security of the records, and (3) guarantee access to authorized persons within five days of a request. Education Code 49069.7 mandates procedures related to parental review of student records. See the accompanying administrative regulation for additional language implementing these mandates.

Pursuant to Education Code 234.7, districts were mandated to adopt policies with language that is equivalent to the model policy language developed by the California Attorney General in, "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues," first published in April 2018 ("2018 Guidance"), by June 1, 2018. The Attorney General updated the 2018 Guidance in December 2024 ("2024 Guidance") and has stated that districts "should" adopt or update their policies based on the 2024 Guidance by May 1, 2025. The 2024 Guidance is available on the Office of the Attorney General's website and includes model policy language regarding student records.

~~The Board of Education~~The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, disclosure, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records ~~eonsistent~~in accordance with state and federal law.-

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)

CSBA NOTE: The privacy of online information of students in prekindergarten (preK) through grade 12 is addressed in Privacy Rights for California Minors in the Digital World (Business and Professions Code 22580-22582), the K-12 Pupil Online Personal Information and Protection Act (Business and Professions Code 22584-22585), and the Early Learning Personal Information Protection Act (Business and Professions Code 22586-22587), which prohibit an operator of a website, online service or application, or mobile application from knowingly using, disclosing, or compiling the personal information of a minor for the purpose of marketing or advertising specified types of products or services; allowing a third party to use, disclose, or compile such information; or selling or disclosing specified student information or knowingly using such student information to engage in targeted advertising to students or parents/guardians or to amass a profile about a preK-12 student. Covered student information includes any personally identifiable information or materials created or provided by a student, parent/guardian, or district employee (e.g., name, contact information, educational record, discipline records, test results, health records, and socioeconomic information). Pursuant to Business and Professions Code 22584 and 22586, an operator is required to delete data under the control of the school or district upon the request of the school or district. However, Business and Professions Code 22584, as amended by AB 801 (Ch. 935, Statutes of 2024), does not require the deletion of student records held by a national assessment provider when the records only include standardized test results.

Additionally, pursuant to Business and Professions Code 22584 and 22586, as amended by AB 801, an operator is required to delete a student's covered information that is not subject to the California Consumer Privacy Act which is under the operator's control, as specified below. Business and Professions Code 22584 and 22586, as amended by AB 801, do not require the deletion of mandatory permanent student records or any official records or files directly related to a student and maintained by the operator, school, or district.

If student records containing covered information which is not subject to the California Consumer Privacy Act are under the control of the operator of a website, online service or application, or mobile application, and the student's parent/guardian or the student, if 18 years of age or older, requests deletion of such records, the Superintendent or designee shall provide documentation to the operator that the student has not been enrolled in the district for at least 60 days. (Business and Professions Code 22584)

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information-, including which information should not be solicited.

CSBA NOTE: Pursuant to Education Code 49076.7, a district is prohibited from soliciting or collecting social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. One such exception is the collection of the last four digits of the social security number for the purpose of establishing eligibility for a federal benefit program.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law. (Education Code 49076.7)

CSBA NOTE: Education Code 234.7 prohibits the collection of information or documents regarding the citizenship or immigration status of students or their family members, as provided below. If the district becomes aware of the citizenship or immigration status of any student, it is prohibited from disclosing that information, as such disclosure is not among the limited exceptions specified in law for which student records may be released without parental consent or a lawful judicial order.

The following two paragraphs are equivalent to model policy language from the 2024 Guidance.

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. ~~The~~In accordance with Board Policy 5145.13 - Response to Immigrant Enforcement, the Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena/warrant. If a district employee receives such a request, ~~he/she/the employee~~ shall ~~immediately report the request~~respond in accordance with Board Policy 5145.13 - Response to the Superintendent/Immigrant Enforcement. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

The ~~Superintendent/district~~ or ~~designee~~any district employee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, ~~nor shall he/she/or~~ disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. ~~Sueh~~This prohibition does not apply to information may only be compiled or exchanged with other local, state, or federal agencies if the- ~~information that~~ is aggregated and is not personally identifiable. (Government Code 8310.3)

CSBA NOTE: Pursuant to Family Code 6323.5, districts are required to develop protocols to comply with a court's restraining order that prohibits a party from accessing records and information pertaining to the education, daycare, health care, recreational activities, or employment of a minor child of the parties, which may include prohibiting access to a parent/guardian who would otherwise be entitled to the records. The protocols must, at a minimum, (1) designate an appropriate employee(s) who is responsible for receiving protective order(s), (2) establish a means of ensuring that the restrained party is not able to access the prohibited records or information, and (3) implement a procedure for submitting a copy of the restraining order including confirmation of when and to whom it was submitted. It is recommended that districts with questions about complying with these procedures consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall develop protocols to comply with a court's restraining order that prohibits a party from accessing specified records and information pertaining to a student. (Family Code 6323.5)

Student Records from Social Media

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Pursuant to Education Code 49073.6, any district considering a program to gather information from students' social media activity, as defined, must first notify students and parents/guardians and provide an opportunity for public comment. The notification may be provided as part of the annual parental notification required pursuant to Education Code 48980. If such a program is then adopted, the district must comply with program requirements reflected in the section "Student Records from Social Media" in the accompanying administrative regulation.

It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel before gathering any other online information that does not meet the definition of social media in Education Code 49073.6.

The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting,

and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)

Contract for Digital Storage, Management Retention, Disclosure, and Retrieval Security of Student Records

CSBA NOTE: The use of artificial intelligence (AI) may pose risks to keeping student records private and secure. CSBA's, "Understanding Artificial Intelligence in K-12 Education: What Governance Teams Should Know," cautions districts to consider whether information about students shared with or stored in an AI-enabled system is subject to federal or state privacy laws and whether interactions between students and AI systems may create records that are required to be protected by law, such as when a chatbot or automated tutor generates written guidance to a student.

The Superintendent or designee shall ensure the confidentiality of student records as required by law and shall establish processes and procedures to safeguard data against damage, loss, or theft, including damage, loss, or theft, which may be caused by the use of technology, including artificial intelligence and breaches to the district's digital infrastructure, in the retention or disclosure of student records. Additionally, in accordance with Board Policy 5145.13 - Response to Immigration Enforcement, all district staff shall avoid the disclosure of information that may indicate a student's or family's citizenship or immigration status if the disclosure is not authorized by law.

The Superintendent or designee shall ensure that employees receive information and training about cybersecurity, including ways to protect student records from breaches to the district's digital infrastructure.

If the district experiences a cyberattack that impacts more than 500 students or personnel, the Superintendent or designee shall report the cyberattack to the California Cybersecurity Integration Center. (Education Code 35266)

CSBA NOTE: Education Code 49073.1 authorizes districts to enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or for software designed for this purpose. A district that chooses to enter into such a contract is mandated to adopt policy allowing such contracts and must ensure that the contract includes all the provisions specified in Education Code 49073.1. Also see BP 3312 - Contracts.

The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: March 10, 2015
revised: August 14, 2018
revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students

Policy 5131: Conduct

CSBA NOTE: The following optional policy may be revised to reflect district practice.

~~The Board of Education~~The Governing Board believes that all students have the right to be educated in a safe and positive learning environment free from disruptions.- Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using district transportation.-

The Superintendent or designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

CSBA NOTE: The district may modify, delete, or add to the items below to reflect district practice. Also see AR 5144.1 - Suspension and Expulsion/Due Process for conduct that constitutes grounds for suspension or expulsion.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption to the school program
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited substances

CSBA NOTE: Penal Code 417.27 prohibits students from possessing laser pointers on school premises, unless the pointer is used for a valid instructional or other school-related purpose, as provided in Item #8 below. Penal Code 417.25 states that aiming or pointing a laser scope (i.e., a portable device capable of projecting a laser light on objects at a distance) at another person in a threatening manner, regardless of whether the laser scope is attached to a firearm, may be a misdemeanor if intended to cause a person fear of bodily harm.

8. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose with prior permission of the principal or designee- (Penal Code 417.27)

CSBA NOTE: Pursuant to Education Code 48901.5, the district may regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves, such as paging and signaling equipment. However, student use of such devices may not be prohibited if essential for a student's health.

Additionally, pursuant to Education Code 48901.7, as amended by AB 3216 (Ch. 500, Statutes of 2024), the Governing Board is required, by July 1, 2026, to develop in conjunction with students, parents/guardians, and district employees, adopt, and update every five years, a policy to limit or prohibit student use of smartphones while at a school site or under the supervision and control of district employee(s). For more information regarding the limitation or prohibition of student use of smartphones and other mobile communication devices, see BP 5131.8 - Mobile Communication Devices.

9. Use of a ~~cell phone, smart watch, pager, smartphone~~ or other mobile communication device ~~during instructional time or~~ in an unauthorized manner ~~in violation of district policy~~
10. Plagiarism or dishonesty on school work or tests
11. Wearing of any attire that violates district or school dress codes, including gang-related apparel
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

14. Other conduct prohibited by Education Code 48900-48915-48915

Employees are expected to enforce standards of conduct and, when they observe or receive a report of a violation of these standards, to appropriately intervene, or seek assistance. As necessary, the employee shall refer the matter to a supervisor or the principal or designee.

CSBA NOTE: When school officials want to search a student or a student's belongings, such as a backpack, purse, or computer, as part of an investigation of suspected student misconduct, the legality of the search will depend on whether the search is "reasonable." For more information regarding the search of a student or a student's belongings, see BP/AR 5145.12 - Search and Seizure. The "reasonableness" of a search depends on (1) whether there is individualized suspicion that the search will turn up evidence of a student's violation of the law or school rules, and (2) whether the search is reasonably related to the objectives of the search and not excessively intrusive in light of the student's age, gender, and/or the nature of the infraction. Additionally, Penal Code 1546.1 prohibits warrantless searches of students' personal electronic devices such as mobile phones, except in narrowly defined circumstances. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel for questions related to the search of a student or the student's belongings.

When a school employee suspects that a search of a student or a student's belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR Board Policy and Administrative Regulation 5145.12 - Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in an unauthorized manner, a district employee may confiscate the device.- The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation.- The Superintendent or designee shall notify local law enforcement as appropriate.

CSBA NOTE: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities. In addition, courts have analyzed the reasonableness of the district's policy and whether the disciplinary action taken by the district was in proportion to the student's misbehavior.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900 (i.e., a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges); see BP 5131.2 - Bullying.

In adopting policy related to off-campus conduct, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. For more information regarding freedom of speech or expression, see BP 5145.2 - Freedom of Speech/Expression.

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts school activities.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: June 12, 2012
revised: November 12, 2019
revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Policy 5131.6: Alcohol And Other Drugs**

The ~~Governing Board of Education~~ believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Superintendent or designee shall develop comprehensive programs and activities to foster safe, healthy, and drug-free environments that support academic achievement.-

CSBA NOTE: The Student Support and Academic Enrichment Grants program (20 USC 7101-7122) may be used for several specified purposes, including activities to improve school conditions for student learning. For participating districts, 20 USC 7118 requires parent/guardian involvement in program activities and encourages partnerships with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity. 20 USC 7116 requires specified groups to be consulted in the development of the grant application, including parents/guardians, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (e.g., law enforcement, juvenile court, child welfare agency, public housing agency), Indian tribes or tribal organizations, charter school leaders and staff, and others with relevant and demonstrated expertise in alcohol and drug prevention and intervention.

Additionally, Education Code 51268 encourages districts to collaborate with county offices of education in the provision of education programs for alcohol and drug prevention and to coordinate program planning and implementation with health, social services, criminal justice, and other entities.

Pursuant to Education Code 49428.16, county offices of education are encouraged to establish a County Working Group on Fentanyl Education in Schools for the purposes of outreach, building awareness, and collaborating with local health agencies regarding fentanyl overdoses. Additionally, the California Department of Education is required to curate, and maintain on its website, informational materials containing awareness and safety advice, for staff, students, and parents/guardians, on how to prevent an opioid overdose, including any relevant information developed by a county working group and resource information on the provision of emergency naloxone hydrochloride or other opioid antagonist.

The following paragraph may be revised to reflect district practice.

The district's alcohol and drug prevention and intervention programs shall be coordinated with other school and community-based services and programs and shall promote the involvement of parents/guardians. The Superintendent or designee may collaborate with the county office of education, community-based organizations, health providers, law enforcement agencies, local child welfare agencies, postsecondary institutions, businesses, and other public and private entities in program planning, implementation, and evaluation.

CSBA NOTE: Items #1-4 below reflect some of the types of programs that may be funded through the Student Support and Academic Enrichment Grants and may be revised to reflect district practice.

Prevention and intervention programs and activities may include, but are not limited to: (20 USC 7118)

1. Evidence-based drug and violence prevention activities and programs that educate students against the use of alcohol, tobacco, cannabis, smokeless tobacco products, and electronic cigarettes

2. Professional development and training for school staff, specialized instructional support personnel, and interested community members on drug prevention, education, early identification, intervention mentoring, recovery support services, and, where appropriate, rehabilitation referral
3. School-based mental health services, including early identification of drug use and referrals to counseling services, and/or partnerships with public or private health care entities that have qualified mental and behavioral health professionals
4. Programs and activities that provide mentoring and school counseling to all students, including students who are at risk of drug use and abuse

Instruction and Notification

The district shall provide science-based preventative instruction, consistent with law, the accompanying administrative regulation, and Board Policy 5141.52 - Suicide Prevention, which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is prohibited. Instruction shall not include any message on responsible use of drugs or alcohol when such use is illegal. (Health and Safety Code 11999.2)

The district shall offer staff development activities for staff who implement the comprehensive drug and alcohol prevention and intervention program.

CSBA NOTE: Education Code 48985.5 requires districts, at the beginning of the first semester or quarter of the regular school year, to annually inform parents/guardians about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, and, as amended by AB 2690 (Ch. 241, Statutes of 2024), about the risk of social media being used as a way to market and sell synthetic drugs. This notification may be provided as part of the parent/guardian notification pursuant to Education Code 48980. Additionally, pursuant to Education Code 48985.5, each district and school that maintains a website is required to post such information on its website.

The district shall annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, the possibility that dangerous drugs can be found in counterfeit pills, and the risks of social media being used as a way to market and sell synthetic drugs. Additionally, the district, and each school that maintains its own website, shall post such information on its website. (Education Code 48985.5)

Intervention, Referral, and Student Assistance Programs

CSBA NOTE: Pursuant to 20 USC 7118, programs which may be funded under the Student Support and Academic Enrichment Grants include programs of counseling, mentoring, referral services, and other student assistance programs. The following section may be revised to reflect district practice. Additionally, Education Code 215 mandates that any district serving students in grades 7-12 adopt a suicide prevention policy which contains measures and strategies for addressing the needs of high-risk groups, including, but not limited to, students with substance use disorders. See BP/AR 5141.52 - Suicide Prevention.

The Superintendent or designee shall inform school staff, students, and parents/guardians about early warning signs, which may indicate alcohol and other drug use, and about appropriate agencies offering intervention programs, counseling, referral, and other student assistance programs.

CSBA NOTE: Pursuant to Education Code 48900, as amended by AB 2711 (Ch. 840, Statutes of 2024), students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports may not be suspended solely for that disclosure.

The Board strongly encourages any student who is using alcohol or drugs to discuss the matter with ~~his/her~~ the student's parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use, including that, in accordance with Education Code 48900, students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended.

Opioid Antagonists

CSBA NOTE: The following paragraph is for districts that serve students in middle school, junior high school, high school, or adult school and should be modified to reflect the students served by the district. Pursuant to Education Code 49414.6, as added by SB 997 (Ch. 872, Statutes of 2024), a district may not prohibit a student in middle school, junior high school, or high school, while on a school site or participating in school activities, from carrying fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Students in middle school, junior high school, high school, or adult school, may carry fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, while on a school site or participating in a school activity. (Education Code 49414.6)

CSBA NOTE: The following paragraph is for districts that serve students 12 years of age or older and may be deleted by districts that do not serve such students. Pursuant to Education Code 49414.35, as added by AB 2998 (Ch. 974, Statutes of 2024), districts may not prohibit students 12 years of age or older, while on a school site or participating in school activities, from carrying or administering, for the purposes of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose, a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication. Students who administer such an opioid antagonist may not be held liable in a civil action or be subject to criminal prosecution due their acts or omissions, and the district and employees of the district may not be subject to professional review, liable in a civil action, or subject to criminal prosecution for a student's acts in administering an opioid antagonist, unless an act or omission of the students, employee, or district constitutes gross negligence or willful or wanton misconduct.

Additionally, students 12 years of age or older, while on a school site or participating in school activities, may carry and administer a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication that is federally approved for over-the counter nonprescription use for the purpose of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.35)

Enforcement/and Discipline

Students

Unless otherwise authorized by law, students shall not possess, use, or sell alcohol or other drugs and related paraphernalia on school grounds or at school-sponsored activities.

The Superintendent or designee shall clearly communicate to all students, staff, and parents/guardians the district's policies, regulations, and school rules related to the use of alcohol and other drugs.

CSBA NOTE: Pursuant to Education Code 48900, a student's unlawful possession, use, sale, or furnishing of alcohol or a controlled substance is a ground for suspension or expulsion; see AR 5144.1 - Suspension and Expulsion/Due Process. Education Code 48915 requires immediate suspension and mandates expulsion for any student who sells a controlled substance at school or while under school jurisdiction. In addition, Education Code 48902 requires districts to notify law enforcement of any acts which may involve the possession or sale of narcotics or a controlled substance. However, when suspension and expulsion are not mandated, districts should consider whether it is appropriate to use an alternative discipline that maintains safety and order on campus and corrects student misbehavior without unnecessarily excluding students from school or discouraging them from seeking assistance for substance abuse.

Any student found by the Board to be selling a controlled substance listed in Health and Safety Code 11053-11058 shall be ~~expelled~~recommended for expulsion in accordance with BP/AR Board Policy/Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process. A student found to have committed another drug or alcohol offense, including possession or intoxication, shall be referred to appropriate behavioral interventions or student assistance programs, and may be subject to discipline on a case-by-case basis.

CSBA NOTE: Pursuant to Education Code 49414.4, the district may, as part of a restorative justice framework and utilizing the Multi-Tiered System of Supports, use alternatives to a referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid.

The district may use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral. (Education Code 49414.4)

Program Evaluation

CSBA NOTE: Pursuant to 20 USC 7116, an application for Student Support and Academic Enrichment Grants is required to include a description of how the district will periodically evaluate program effectiveness based on identified program objectives and outcomes. The following paragraph may be revised to reflect district practice.

The Board and Superintendent shall agree upon performance measures that will be used to monitor and determine the effectiveness of district programs in reducing drug and alcohol use. The Superintendent or designee shall periodically report to the Board on the effectiveness of district activities in achieving identified objectives and outcomes. (20 USC 7116)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 10, 2007
revised: November 14, 2017
revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Policy 5131.8: Mobile Communication Devices**

CSBA NOTE: The following policy will be mandated beginning July 1, 2026, and may be revised to reflect district practice. Pursuant to Education Code 48901.7, as amended by AB 3216 (Ch. 500, Statutes of 2024), the Governing Board is required, by July 1, 2026, to adopt policy that limits or prohibits student use of smartphones while at a school site or under the supervision and control of district employee(s), and subsequently, to update the policy every five years.

Additionally, Education Code 48901.5 authorizes the district to regulate the use of electronic signaling devices that operate through the transmission or receipt of radio waves, unless essential for a student's health.

The U.S. Department of Education's 2024 guidance, "Planning Together: A Playbook for Student Personal Device Policies," provides districts guidance for adopting policies around the use of cellphones and personal devices on campus.

~~The Board of Education recognizes that the~~ The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus may be beneficial to student learning and well-being, ~~but~~ and could be harmful and disruptive of the instructional program in some circumstances. ~~The Board permits limited use~~ When on campus or when under the supervision of district employees, students may use smartphones and other mobile communication devices ~~on campus in accordance with law and the~~ only as permitted under this policy.

CSBA NOTE: The following two options offer different approaches to regulating the use of smartphones and other mobile communication devices. Districts should revise this policy consistent with their approach. Education Code 48901.7, as amended by AB 3216, requires significant stakeholder participation in the development of the policy, in order to ensure that the policy is responsive to the unique needs and desires of students, parents/guardians, and educators in each community.

Option 1, below, limits the use of smartphones and other mobile communication devices to noninstructional time. Option 2, below, prohibits the use of smartphones and other mobile communication devices while at a school site or under the supervision and control of a district employee.

~~Option 1: (Limited use of smartphones and other mobile communication devices)
Students may use cell phones, smart watches, pagers, smartphones or other mobile communication devices on campus during noninstructional time as long as the device is utilized in accordance with law and any rules that individual applicable school sites may impose rules.~~

~~Mobile communication devices shall be turned off during instructional time.
End Option 1~~

Option 2: (Prohibited use of smartphones and other mobile communication devices)

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee.

End Option 2

CSBA NOTE: The following applies to all districts, irrespective of which option the district chooses. Education Code 48901.7 specifies circumstances in which the district is not permitted to prohibit student use of smartphones and other mobile communication devices.

However, a student shall not be prohibited from possessing or using a mobile communication device under any of the following circumstances:- (Education Code 48901.5, 48901.7)

1. In the case of an emergency, or in response to a perceived threat of danger
2. When a teacher or administrator grants permission to the student to possess or use a mobile communication device, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being
4. When the possession or use is required by the student's individualized education program

CSBA NOTE: Pursuant to Education Code 48901.7, as amended by AB 3216, the district's policy may include enforcement mechanisms that limit student access to smartphones. However, the district is not permitted to monitor, collect, or otherwise access any information related to a student's online activities.

The Superintendent or designee may undertake measures or strategies in accordance with law, to limit student access to smartphones and other mobile communication devices on campus. (Education Code 48901.7)

Smartphones and other mobile communication devices shall not be used in any manner which infringes on the privacy rights of any other person.

CSBA NOTE: Penal Code 1546.1 prohibits warrantless searches of students' personal electronic devices such as mobile phones, except in the circumstances specified in the following paragraph. Additionally, a search of a student's personally owned mobile communication device may be subject to the Fourth Amendment of the U.S. Constitution, which prohibits unreasonable search and seizure. See BP/AR 5145.12 - Search and Seizure. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel, with questions related to the search of a student's mobile communication device.

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

When a student uses a mobile communication device in an unauthorized manner while at a school site or under the supervision and control of a district employee, the student may be disciplined and at the district employee may temporarily confiscate the device.- The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

CSBA NOTE: The following optional paragraph addresses students' off-campus conduct during nonschool hours. In general, courts have upheld districts' discipline of students for off-campus conduct that posed a threat to the safety of other students, staff, or school property or presented a risk of substantial disruption of school activities, provided that the district was able to document the impact or disruption that the conduct had, or could be expected to have, on school activities.

Pursuant to Education Code 48900, districts have the authority to suspend or expel students who engage in cyberbullying off campus, provided that the act meets the criteria specified in the definition of "bullying" in Education Code 48900, which are a severe or pervasive physical or verbal act or conduct that has or can be reasonably predicted to have the effect of placing a reasonable student in fear of harm to the student's person or property, causing a substantially detrimental effect on the student's physical or mental health, causing substantial interference with the student's academic performance, or causing substantial interference with the student's ability to participate in or benefit from school services, activities, or privileges. For more information regarding bullying, including cyberbullying, see BP 5131.2 - Bullying.

In adopting policy related to off-campus conduct, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that the policy does not violate students' First Amendment rights to freedom of speech or expression. For more information regarding freedom of speech or expression, see BP 5145.2 - Freedom of Speech/Expression.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication device which poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The ~~Superintendent or designee shall inform students that the~~ district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

CSBA NOTE: Pursuant to Education Code 48901.7, as amended by AB 3216, the district's policy limiting or prohibiting student use of smartphones while at a school site or under the supervision and control of district employee(s) is required to be updated every five years.

The Board shall review and, as necessary, update this policy at least once every five years. Any such review or update shall include significant stakeholder participation to ensure that the policy is responsive to the unique needs and desires of the school community.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: November 12, 2019
revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students

Policy 5141.5: Mental Health

CSBA NOTE: Education Code 49428.2, as added by SB 153 (Ch. 38, Statutes of 2024), mandates the Governing Board of any district serving students in grades 7-12, before January 31, 2026, to adopt a policy on referral protocols for addressing student behavioral health concerns. This mandate is reflected below; see "Mental Health Counseling and Referrals."

Education Code 215 requires the Board to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components; see BP/AR 5141.52 - Suicide Prevention. The following policy is intended to address broader mental health issues facing students and may be revised to reflect district practice.

Pursuant to Education Code 232.7, the California Department of Education (CDE) is required, by June 30, 2025, to develop and post on its website a model policy and resources about body shaming that districts may use to educate staff and students. Districts are encouraged to share these resources with staff, students, and parents/guardians by providing information in student and employee handbooks and making the information available on each school's website.

The U.S. Department of Education's (USDOE), "Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs," provides that a student's unmet mental health treatment needs may result in social, emotional, or behavioral challenges that, in the absence of effective support, may cause a student to experience reactive and exclusionary discipline, such as suspensions and/or expulsions, that further exacerbate mental health concerns, interrupt access to and participation in learning, limit opportunities, and negatively affect outcomes. The guidance explains that school mental health services play an important role by broadening the reach of mental health services and providing an access point for early and effective intervention in everyday environments. Additionally, the guidance articulates several recommendations for how districts can increase the capacity to provide students with social, emotional, and behavioral health support, which includes (1) prioritizing wellness for individuals, (2) enhancing mental health literacy and reducing stigma and other barriers to access, (3) implementing a continuum of evidence-based prevention practices, (4) establishing an integrated framework of educational, social, emotional, and behavioral health support, and (5) using data for decision making to promote equitable implementation and outcomes.

The U.S. Surgeon General's, "Social Connection Advisory," emphasizes the critical role that social connection plays in individual and societal health and well-being, and provides recommendations for how to address the consequences when there is a lack of social connection. Because schools play an important role in facilitating positive social connection, the advisory includes specific actions districts can implement, which include (1) developing a strategic plan for school connectedness and social skills with benchmark tracking, (2) building social connection into the health curriculum, (3) implementing socially based educational techniques, and (4) creating a supportive school environment.

In its advisory, "Social Media and Youth Mental Health," the U.S. Surgeon General describes the positive and negative impacts of social media on children and adolescents, including the impact on mental health and well-being, and recommends that schools develop, implement, and evaluate digital and media literacy curriculum to provide students and staff with the skills to strengthen digital resilience.

Additionally, SchoolSafety.gov is an interagency website created by the U.S. Department of Homeland Security, USDOE, U.S. Department of Justice (DOJ), and U.S. Department of Health and Human Services to provide districts with actionable recommendations to create safe and supportive learning environments for students, including information about mental health. In addition, the Children and Youth Behavioral Health Initiative provides resources for school administrators, school health staff, teachers, students and their families. The California Department of Health Care Services (DHCS) also provides free mental health and wellness resources to schools through its CalHOPE Schools Initiative.

The Governing Board recognizes that students' emotional well-being and mental health are critical to their ability to perform to their full academic and personal potential. The Superintendent or designee shall develop strategies and services to reduce the stigma associated with mental illness, facilitate access to mental health services, and help students build resiliency skills, including digital resilience, increase social connections, and cope with life challenges.

The Superintendent or designee shall consult and collaborate with school-employed mental health professionals, the county mental health department, psychologists and other health professionals, social workers, and/or community organizations to strengthen local mental health services and develop and implement an integrated plan to support student mental health.

To the extent possible, the district shall focus on preventive strategies which increase students' connectedness to school, create a support network of peers and trusted adults, and provide techniques for conflict resolution. The district shall investigate and resolve any complaint of bullying, intimidation, harassment, or discrimination in accordance with law and district policy.

CSBA NOTE: The state's content standards for health education include voluntary standards pertaining to mental, emotional, and social health at selected elementary and secondary grades and suicide prevention instruction at grade 7 or 8 and in high school.

Education Code 51925 requires districts that offer health education courses to middle or high school students to include mental health instruction, as specified. Pursuant to Education Code 51929, CDE developed the, "Mental Health Instruction Expansion Education Plan," to assist districts in (1) understanding that mental health education is a universal support and part of California health education, (2) identifying resources to analyze, expand, and enhance current mental health education efforts, and (3) making a plan to enhance and expand mental health education.

Additionally, pursuant to Education Code 33546.4, as added by AB 3010 (Ch. 176, Statutes of 2024), when the Health Education Framework for California Public Schools is next revised, the Instructional Quality Commission is required to consider including information on evidence-based schoolwide programs to support students in developing skills in mindfulness, distress tolerance, interpersonal effectiveness, and emotional regulation.

Pursuant to Education Code 51225.38, as added by AB 2429 (Ch. 67, Statutes of 2024), if a district requires a course in health education for graduation from high school, the course is required, beginning with the 2026-27 school year, to include instruction in the dangers associated with fentanyl use.

For more information on the required contents of courses, see BP/AR 6143 - Courses of Study.

The district shall provide instruction to students that promotes their healthy ~~The district shall provide instruction to students that promotes their healthy~~ Instruction provided to students shall promote student health and mental, emotional, and social development. Health education courses shall be aligned with the state content standards and curriculum framework, as specified in Administrative Regulation 6143 - Courses of Study, and shall include, but not be limited to,

instruction related to identifying signs of depression and self-destructive behaviors including substance abuse, developing coping skills, and identifying resources that may provide assistance.

Information and Training

CSBA NOTE: Pursuant to Education Code 49428.15, CDE has identified and posted on its website, "Youth Mental Health First Aid," an evidence-based and evidence-informed training program for use by schools to address student behavioral health.

Additionally, the California Surgeon General has developed, "Safe Spaces: Trauma Informed Training," an online training designed to help recognize and respond to signs of student trauma and stress.

The Superintendent or designee shall provide school staff and students with information and training to recognize the early signs and symptoms of an emerging mental health condition or behavioral health disorder, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse, identify risk factors and warning signs of suicidal intent, respond to students who have been impacted by traumatic stress, safely deescalate crisis situations involving students with a behavioral health disorder, and link students with effective services, referrals, and supports. ~~Such~~Additionally, such training shall ~~also~~ provide instruction on how to maintain student privacy and confidentiality. ~~Behavioral health information, and training may also be provided to parents/guardians, students, and families.~~ (Education Code 49428.15)

CSBA NOTE: Pursuant to Education Code 49428.2, as added by SB 153, the district is required to, by July 1, 2029, certify to CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with students in grades 7-12 have received youth behavioral training at least one time, as specified.

The Superintendent or designee shall ensure that all certificated employees and 40 percent of classified employees who have direct contact with students in grades 7-12 receive youth behavioral training at least one time, in accordance with Education Code 49428.2.

The Superintendent or designee shall develop a protocol for identifying and assessing students who may be suffering from an anxiety disorder, depression, eating disorder, or other severe or disabling mental illness. The Superintendent or designee may establish districtwide or school-site crisis intervention team(s) to respond to mental health concerns in the school setting.

CSBA NOTE: Pursuant to Education Code 218.3, CDE has developed and posted on its website, "Providing Relevant Inclusive Support that Matters for LGBTQ Students (PRISM)," a training curriculum for certificated staff to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) cultural competency. Beginning with the 2025- 26 school year, through the 2029-30 school year, districts are required to provide at least one hour of training annually to all certificated employees serving students in grades 7-12, in accordance with Education Code 218.3.

Additionally, pursuant to Education Code 219, the State Superintendent of Public Instruction has established the LGBTQ Statewide Advisory Task Force to identify the needs of LGBTQ students and make recommendations to assist in implementing supportive measures including (1) mental health and feelings of safety and support, (2) inclusive and safe access to school facilities, (3) inclusive instructional material and school curriculum, (4) prevention of, response to, and oversight of, bullying and harassment to determine the effectiveness of policies and programs, and (5) inclusive participation in school activities.

Annually, the Superintendent or designee shall provide, and require all certificated employees serving students in grades 7 to 12 to participate in, at least one hour of cultural competency training to support lesbian, gay, bisexual, transgender, queer, and questioning individuals. The district shall maintain records documenting the date that each employee completed the training and the name of the entity that provided the training. (Education Code 218.3)

CSBA NOTE: Each district school is required to notify students and parents/guardians no less than twice per school year with information regarding how to access student mental health services on campus and/or in the community, in accordance with Education Code 49428.

At least twice per school year, the Superintendent or designee shall ensure that each school provides notice regarding how to initiate access to student mental health services on campus and/or in the community. The notification to parents/guardians and to students shall be in at least two of the following methods: (Education Code 49428)-

1. Distributing the information, electronically or in hardcopy, in a letter to parents/guardians, and in a school publication or other document to students
2. Including the information, at the beginning of the school year, in the parent/guardian handbook-~~for parents/guardians~~ and in student orientation materials or a student handbook
3. Posting the information on the school's website or social media

~~Parents/guardians and students shall each receive two notices on how to initiate access to student mental health services, which may be delivered by different methods. (Education Code 494280)~~

CSBA NOTE: Pursuant to Education Code 49428.5, each school site serving students in any of grades 6-12 is required to create a poster, as specified below, that identifies approaches and resources about student mental health, and prominently display such poster in public areas that are accessible to and commonly frequented by students at each school site. Pursuant to Education Code 49428.5, CDE has developed model mental health posters, available on its website.

Each school site that serves students in any of grades 6-12 shall create an age appropriate and culturally relevant poster that identifies approaches and shares resources about student mental health, and that includes the following information: (Education Code 49428.5)-

1. Identification of common behaviors of those struggling with mental health or who are in a mental health crisis, including, but not limited to, anxiety, depression, eating disorders, emotional dysregulation, bipolar episodes, and schizophrenic episodes
2. A list of, and contact information for, school site-specific resources, including, but not limited to, counselors, wellness centers, and peer counselors
3. A list of, and contact information for, community resources, including, but not limited to, suicide prevention, substance abuse, child crisis, nonpolice mental health hotlines, public behavioral health services, and community mental health centers
4. A list of positive coping strategies to use when dealing with mental health, including, but not limited to, meditation, mindfulness, yoga, breathing exercises, grounding skills, journaling, acceptance, and seeking therapy

5. A list of negative coping strategies to avoid, including, but not limited to, substance abuse or self-medication, violence and abuse, self-harm, compulsivity, dissociation, catastrophizing, and isolating

The poster shall be displayed in English and any primary language spoken by 15 percent or more of the students at the school site and be no smaller than 8.5 by 11 inches and at least 12-point font. The poster shall be prominently and conspicuously displayed in public areas that are accessible to, and commonly frequented by, students at each school site such as bathrooms, locker rooms, classrooms, classroom hallways, gymnasiums, auditoriums, cafeterias, wellness centers, and offices. Additionally, at the beginning of each school year the poster shall be distributed online to students through social media, websites, portals, and learning platforms. (Education Code 49428.5)

Mental Health Counseling and Referrals

CSBA NOTE: Education Code 49428.2, as added by SB 153, mandates the Board of a district serving students in grades 7-12 to adopt a policy at a regularly scheduled meeting before January 31, 2026, on referral protocols for addressing student behavioral health concerns. A policy addressing referral protocols adopted before June 29, 2024, may be considered to meet the requirements if the contents of the policy fulfill the requirements specified in Education Code 49428.1 and 49428.2.

Pursuant to Education Code 49428.1, as amended by SB 153, CDE is required to develop model referral protocols for addressing student behavioral health concerns and to post the model referral protocols on its website by June 1, 2025.

A school counselor, school psychologist, or school social worker may provide mental health counseling to students in accordance with the specialization(s) authorized on the individual's credential. As needed, students and ~~their~~ parents/guardians may be provided referrals to mental health services in the community and/or to mental health services at or near district schools.

Mental health

The district's referral protocols shall: (Education Code 49428.1)

1. Address the appropriate and timely referral by school staff of students with behavioral health concerns
2. Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate

The protocols shall be accessible to students who may be the subject of disciplinary action.

3. Be adaptable to varied local service arrangements for behavioral health services
4. Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions

"Evidence-based" means peer-reviewed, scientific research evidence, including studies based on research methodologies that control threats to both the internal and the external validity of the research findings.

5. Address the inclusion of parents/guardians in the referral process

6. Be written to ensure clarity and ease of use by certificated and classified school employees
7. Reflect differentiated referral processes for students ~~on campus~~ with exceptional needs and other populations for whom the referral process may be provided by way distinct
8. Be written to ensure that school employees act only within the authorization or scope of their credential or license

School employees are not authorized or encouraged to diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

9. Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health programs

CSBA NOTE: Pursuant to Family Code 6924, a student 12 years of age or older is legally authorized to consent to mental health treatment or counseling if the student, in the opinion of the mental health professional, is mature enough to participate intelligently in the services. However, such mental health treatment or counseling authorized by Family Code 6924 requires involvement of the minor's parent/guardian unless the mental health professional determines, after consulting with the minor, that the involvement of the parent/guardian would be inappropriate.

A student 12 years of age or older may consent to mental health treatment or counseling if the student, in the opinion of the attending mental health professional, is mature enough to participate intelligently in the services. Additionally, the student's parent/guardian shall consent to student's treatment, unless the mental health professional determines, after consulting with the student, that the involvement of the parent/guardian would be inappropriate. (Family Code 6924)

CSBA NOTE: Pursuant to Education Code 49429, CDE has developed, "Telehealth Guidance for School Districts," to provide guidelines for the use of telehealth technology in schools, including mental health and behavioral health services to students on school campuses, and guidelines for securing telehealth systems. Telehealth services may include live counseling, mental health, or therapeutic sessions between a student or group of students and a licensed clinician delivered through a virtual platform. The following four paragraphs reflect CDE's 2024 guidance.

For more information regarding school health services, including telehealth services, see BP/AR 5141.6 - School Health Services. It is recommended that districts with questions regarding the provision of telehealth services, consult district risk management and/or insurance, and CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

In delivering mental health and behavioral health services to students, the district may use telehealth or other information and communication technologies that facilitate the diagnosis, consultation, treatment, education, care management, and self-management of a student's health while the student is on campus and the health care provider is at a distant location. (Education Code 49429)

Prior to utilizing telehealth technology to manage a student's mental health or behavior, the mental health professional shall consult with the student, parent/guardian, and/or the student's individualized education program team, as required by law, unless the mental health professional determines that the involvement would be inappropriate pursuant to Family Code 6924.

CSBA NOTE: CDE, in its 2024, "Telehealth Guidance for School Districts," provides numerous recommendations related to using telehealth services, including the creation of a district "emergency response plan" for telebehavioral health, as described below. Since an "emergency response plan" for telebehavioral health is not defined in law, it is recommended that districts with questions about developing such a plan consult CSBA's District and County Office of Education Legal Services or district counsel.

In using telehealth technology to provide mental health services to students, the Superintendent or designee shall ensure that mental health professionals comply with applicable professional codes of ethics and legal authority.

Additionally, space that affords privacy and confidentiality of telehealth sessions shall be provided for students and an emergency response plan shall be put in place that lays out all legally-mandated steps to take when a student suddenly begins to exhibit suicidal ideation or other potentially dangerous behavior during a telehealth session.

CSBA NOTE: Pursuant to 28 CFR 35.108, a student should be evaluated in accordance with Section 504 of the Rehabilitation Act (29 USC 794) if the student has a disability, including a mental impairment, that substantially limits a major life activity, has a record of such impairment, or is regarded as having such impairment. See BP/AR 6164.6 - Identification and Education Under Section 504. Districts also have an affirmative, ongoing duty to actively and systematically seek out, identify, locate, and evaluate all children with exceptional needs who may be in need of special education and related services (Education Code 56171, 56300-56385; 20 USC 1412; 34 CFR 300.111). See BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education.

USDOE and DOJ's joint publication, "Supporting and Protecting the Rights of Students at Risk of Self-Harm in the Era of COVID-19," provides that a student with anxiety, depression, or a substance use disorder may be considered a mental health disability that entitles the student to special education or related services in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act. While this is written in response to the pandemic, the guidance may be interpreted as having a more general applicability.

If a student has an emotional or mental illness that limits a major life activity, has a record of such impairment, or is regarded as having such impairment, or may need special education and related services, the student shall be referred for an evaluation for purposes of determining whether any educational or related services are required in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act, as applicable. (Education Code 56301-56302; 29 USC 794; 28 CFR 35.108)

Funding Resources

CSBA NOTE: In addition to using district funds for mental health programs or services, districts may apply for grant funds administered by the county mental health agency or other sources.

The Behavioral Health Services Act, formerly the Mental Health Services Act, established by Proposition 63 in 2004 and revised by Proposition 1 in 2024, provides funding, personnel, and other resources to support county mental health programs, including, but not limited to, prevention and early intervention programs and treatment for substance abuse disorders. Funding may be allocated for outreach to families and others to recognize the early signs of potentially severe and disabling mental illnesses, access and linkage to medically necessary care for children with severe mental illness, reduction in stigma and discrimination against people with mental illness, and strategies to reduce

negative outcomes that may result from untreated mental illness. Half of early intervention funding is required to be directed to individuals 25 years of age and younger, and include early childhood (0-5) mental health consultation, school-based services, and expanding early psychosis and mood disorder detection and intervention.

Welfare and Institutions Code 5886 established the Mental Health Student Services Act, a competitive grant program to award funds to county mental health or behavioral health departments for the purpose of creating mental health partnerships with school districts, charter schools, and county offices of education.

DHCS launched the Children and Youth Behavioral Health Initiative Fee Schedule program to create a reimbursement pathway for districts to receive funding for services provided at schools or school-linked sites by setting the reimbursement rate for a certain set of outpatient, school-linked services rendered to children and youth who are (1) under 26 years old, (2) enrolled in public Transitional Kindergarten-12 schools, and (3) covered by Medi-Cal managed care plans, Medi-Cal Fee-for-Service, health care service plans, and disability insurers. For more information about the Children and Youth Behavioral Health Initiative, see DHCS's website.

The Superintendent or designee shall explore potential funding sources for district programs and services that support student's mental health. In accordance with local plans and priorities, the district may apply to the county for grants for prevention and early intervention activities that are designed to prevent mental illness from becoming severe and disabling and to improve timely access for underserved populations.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

Policy adopted: April 10, 2007

revised: August 14, 2012

revised: November 13, 2018

revised: August 08, 2023

revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students**Policy 5141.52: Suicide Prevention**

CSBA NOTE: Education Code 215 mandates the Governing Board of any district serving students in grades K-12 to adopt a policy on student suicide prevention, intervention, and postvention (i.e., intervention conducted after a suicide) with specified components. The required components are addressed in this policy and the accompanying administrative regulation.

Pursuant to Education Code 215, as amended by SB 1318 (Ch. 645, Statutes of 2024), the California Department of Education (CDE) is required, by July 1, 2026, to update its, "Model Youth Suicide Prevention Policy for Local Educational Agencies that Serve Kindergarten through Twelfth Grade Students," to address crisis intervention protocols in the event of a student suicide crisis. On or after July 1, 2026, the Board is required to, during its next regularly scheduled review of its student suicide prevention policy, update its policy to include the best practices identified in CDE's updated Model Policy.

The following policy is consistent with CDE's Model Policy, which also includes an extensive list of resources to assist in the prevention, intervention, and postvention of student suicide. Districts are encouraged to work closely with their county behavioral health department to identify and access resources at the local level.

The Mental Health Services Oversight and Accountability Commission developed a suicide prevention plan for the state which is published in, "Striving for Zero: California's Strategic Plan for Suicide Prevention 2020-2025," available on its website. The plan presents strategic aims, with related goals, objectives, and an implementation schedule. Districts may find the strategic plan useful in learning more about the stigma associated with behavioral health needs, myths and misconceptions about suicidal behavior and its hinderance to prevention efforts, suicidal behavior, risk and protective factors, and best practices in suicide prevention. Additionally, the Commission published, "Accelerating Transformational Change: Strategic Plan for 2024-2027," which includes the goals of supporting school-based mental health.

The California Department of Public Health, Office of Suicide Prevention (OSP) is the designated state entity responsible for coordinating and aligning statewide suicide prevention efforts and resources. OSP's youth suicide prevention projects, including the Youth Suicide Prevention Media and Outreach Campaign, are available on OSP's website. The California Department of Health Care Services provides free mental health and wellness resources to schools through its CalHOPE Schools Initiative. Additionally, SchoolSafety.gov is an interagency website created by the U.S. Department of Homeland Security.

U.S. Department of Education (USDOE), U.S. Department of Justice (DOJ), and U.S. Department of Health and Human Services to provide districts with actionable recommendations to create safe and supportive learning environments for students, including information about suicide management.

The following policy and accompanying administrative regulation should be revised to reflect district practice and the grade levels offered by the district.

The Governing Board recognizes that suicide is a leading cause of death among youth, that prevention is a collective effort that requires stakeholder engagement, 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. In an effort to reduce suicidal behavior, its impact on students

and families, and other ~~trauma~~-associated ~~with suicide~~~~trauma~~, the Superintendent or designee shall develop measures, strategies, practices, and supports for suicide prevention, intervention, and postvention.-

In developing and updating district policy and procedures for suicide prevention, intervention, and postvention, the Superintendent or designee shall consult with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts, ~~and, in developing~~. If the policy for grades will affect K-6 students, the county mental health plan- shall also be consulted. (Education Code 215)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Education Code 215 does not define "school and community stakeholders" or "school-employed mental health professionals" who must be consulted in the development of policy. The following paragraph details examples that are consistent with CSBA and CDE recommendations.

School and community stakeholders and school mental health professionals with whom the Superintendent or designee shall consult may include district and school administrators, school counselors, school psychologists, school social workers, school nurses, other staff, parents/guardians and caregivers, students, local health agencies, mental health professionals, community organizations, law enforcement, legal counsel, and/or the district's risk manager or insurance carrier.- The Superintendent or designee may also collaborate with county and/or city governments in an effort to align district policy with any existing community suicide prevention plans.

CSBA NOTE: Pursuant to Education Code 215, as amended by SB 1318, if the district does not have a school mental health professional or contract with a mental health professional, the Board is encouraged to consider, when reviewing its policy on suicide prevention, whether funding should be identified for purposes of hiring a school mental health professional.

When developing or reviewing district policy on suicide prevention, the Superintendent or designee may make a recommendation regarding the need to hire a mental health professional for the district, or for any school that is not currently served by a mental health professional, and the possible funding source(s) for such hiring.

Measures and strategies for suicide prevention, intervention, and postvention shall include, but are not limited to:

CSBA NOTE: Education Code 215 mandates that the district's policy address any training on suicide awareness and prevention to be provided to teachers of students in all grade levels served by the district. See the accompanying administrative regulation for additional language fulfilling this mandate. Additionally, Education Code 49604 encourages each district to provide suicide prevention training at least once to each middle, junior high, and high school counselor. Item #1 should be revised to specify the categories of employees who will receive the training.

1. Staff development on suicide awareness and prevention for teachers, interns, school counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers

CSBA NOTE: Items #2-9 below reflect optional strategies for suicide prevention, intervention, and postvention and may be revised to reflect district practice.

2. Instruction to students in problem-solving, coping, and resiliency skills to promote students' mental, emotional, and social health and well-being, ~~as well as; help-seeking strategies and resources; and~~ instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious ~~interrelationships~~relationships among students
4. The review of materials and resources used in awareness efforts and communications to ensure they align with best practices for safe and effective messaging about suicide
5. The provision of information to parents/guardians and caregivers regarding risk and protective factors, warning signs of suicide, the severity of the suicide problem among youth, the district's suicide prevention curriculum, the district's suicide prevention policy and procedures, basic steps for helping suicidal youth, the importance of communicating with appropriate staff if suicide risk is present or suspected, access to suicide prevention training, and/or school and community resources that can help youth in crisis
6. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions

CSBA NOTE: Pursuant to Education Code 215, as amended by SB 1318, CDE is required to update its Model Policy, by July 1, 2026, to address crisis intervention protocols in the event of a student suicide crisis. The Board is required to update its suicide prevention policy to include the best practices identified in CDE's updated Model Policy when it next reviews this policy after July 1, 2026.

7. Crisis intervention ~~procedures~~protocols for addressing suicide threats or attempts
8. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

CSBA NOTE: The National Association of School Psychologists recommends that the district and/or school sites create a suicide prevention crisis team to assist in effectively identifying and intervening with students who are at risk of suicidal behavior, including adoption and implementation of policies and procedures. It is recommended that such teams include, at a minimum, administration, mental health staff, and school security personnel. CDE also recommends that students are included on the team, to represent the student voice. The same crisis intervention team may be established to address broader mental health concerns as described in BP 5141.5 - Mental Health.

9. Establishment of district and/or school-site crisis intervention team(s) to ensure the proper implementation and review of this policy and other district practices related to the emotional and behavioral wellness of students, including, but not limited to, the oversight of mental health and suicide prevention training, ensuring the suicide prevention policy, protocols, and resources are posted on the district and school websites, collaboration with community mental health organizations, identification of resources and organizations that provide evidence-based treatment, collaboration to build community response, and compliance with Education Code 215

CSBA NOTE: Education Code 215 mandates that the district's policy specifically address the needs of high-risk groups, including, but not limited to, those listed in the following paragraph. See the accompanying administrative regulation for additional language fulfilling this mandate. CDE's Model Policy encourages districts to use the California School Climate, Health, and Learning Surveys or other survey data to determine the prevalence of suicidal ideation and behaviors, including patterns or trends, among all students, particularly among identified high-risk populations.

Pursuant to Education Code 218.3, CDE has developed and posted on its website, "Providing Relevant Inclusive Support that Matters for LGBTQ Students (PRISM)," a training curriculum for certificated staff to support lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) cultural competency. Beginning with the 2025-26 school year, through the 2029-30 school year, districts are required to provide at least one hour of training annually to all certificated employees serving students in grades 7-12, in accordance with Education Code 218.3.

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with ~~disabilities~~exceptional needs, 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.- (Education Code 215)

CSBA NOTE: USDOE and DOJ's joint publication, "Supporting and Protecting the Rights of Students at Risk of Self- Harm in the Era of COVID-19," provides that anxiety, depression, or substance use disorder may be considered a mental health disability that entitles a student to special education or related services in accordance with Section 504 of the Rehabilitation Act or the federal Individuals with Disabilities Education Act. While this is written in response to the pandemic, the guidance may be interpreted as having a more general applicability. The following optional paragraph reflects this guidance.

In order to address mental health disabilities, the district may, as appropriate and in accordance with law, develop trauma-informed crisis management procedures that include an individualized assessment of the student's circumstances; provide and facilitate access to mental health evaluations and services; reasonably modify policies, such as attendance policies, for individual students; and train staff to recognize and respond appropriately to signs of distress and suicidal ideation in students.

CSBA NOTE: The following two optional paragraphs may be revised to reflect district practice. The paragraphs are consistent with CDE's Model Policy that recommends protocols for maintaining staff connection with students during school closures, in order to support student mental wellbeing and provide guidance on suicide prevention.

The Superintendent or designee shall establish a process for school staff to maintain daily or regular contact with all students, including during distance learning and school closures, and for such staff to communicate any concerns about a student's emotional wellbeing and/or safety to the appropriate authorities.

Additionally, the Superintendent or designee shall ensure that school-based mental health professionals maintain regular contact with high-risk students, students who are on their caseloads, and those who are identified by staff as demonstrating need.

CSBA NOTE: The following two paragraphs are for use by districts that serve students in grades K-6.

The Board shall ensure that suicide prevention measures and strategies for students in grades K-6 are age appropriate and delivered and discussed in a manner that is sensitive to the needs of young students.- (Education Code 215)

If a referral is made for mental health or related services for a student in grade K-6 who is a Medi-Cal beneficiary, the Superintendent or designee shall coordinate and consult with the county mental health plan.- (Education Code 215)

District employees shall act only within the authorization and scope of their credential or license. Nothing in this policy shall be construed as authorizing or encouraging district employees to diagnose or

treat mental illness unless they are specifically licensed and employed to do so.- (Education Code 215)

When the district determines that a student is in need of mental or behavioral health services, the services shall be provided in accordance with protocols specified in Board Policy 5141.5 - Mental Health.

CSBA NOTE: Education Code 215 requires that the district's student suicide prevention policy be updated to incorporate best practices identified in CDE's Model Policy. Education Code 215 also requires that the district's suicide prevention policy be updated at least every five years. Given the severity of the issue and importance of maintaining an up-to-date suicide prevention policy, CSBA and CDE recommend reviewing and updating this policy annually. The following paragraph may be revised to reflect district practice.

The Board shall review, and update as necessary, this policy at least every five years. The Board may, at its discretion, review the policy more frequently. -(Education Code 215)

The Superintendent or designee shall periodically review district data pertaining to school climate and reports of suicidal ideation, attempts, or death to identify patterns or trends and make recommendations regarding program development.

The Superintendent or designee shall post this policy on the district's ~~web-site~~website, in a prominent location and in a manner that is easily accessible to parents/guardians and students.- (Education Code 234.6)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: April 11, 2017
revised: March 12, 2019
revised: June 23, 2020
revised: September 21, 2021
revised: ??, 2025

Board Policy Manual

Sierra-Plumas Joint Unified School District & Sierra County Office of Education

Students

Policy 5145.13: Response To Immigration Enforcement

CSBA NOTE: Pursuant to Education Code 234.7, districts were mandated to adopt policies, by July 1, 2018, with language that is equivalent to the model policy language developed by the California Attorney General in "Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues," first published in April 2018 ("2018 Guidance"). The Attorney General updated the 2018 Guidance in December 2024 ("2024 Guidance") and has stated that districts "should" adopt or update their policies based on the 2024 Guidance by May 1, 2025. The 2024 Guidance is available on the Office of the Attorney General's website.

Since the legal landscape regarding a district's response to immigration enforcement is in flux and additional legislation is currently pending, it is recommended that districts consult with CSBA's District and County Office of Education Legal Service or district legal counsel when adopting this policy.

See the accompanying administrative regulation, BP 0410 - Nondiscrimination in District Programs and Activities, BP/AR 5111 - Admission, AR 5111.1 - District Residency, BP/AR 5125 - Student Records, AR/E 5125.1 - Release of Directory Information, and BP 5131.2 - Bullying for additional language that is equivalent to the model policy language in the 2018 Guidance and 2024 Guidance.

The Governing ~~Board of Education~~ is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.-

District staff shall not solicit or collect information or documents, and shall not seek or require information or documents to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of ~~students~~a student or ~~their~~the student's family members ~~or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law.~~ (Education Code 234.7)

CSBA NOTE: Education Code 234.1 mandates that districts adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Education Code 220 and Penal Code 422.55. Education Code 234.1 expressly includes immigration status among the protected categories. See BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment for language fulfilling this mandate.

~~No~~In accordance with law, Board Policy 0410 - Nondiscrimination in District Programs and Activities, and Board Policy 5145.3 - Nondiscrimination/Harassment, no student shall be denied equal rights and opportunities, nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of ~~his/her~~the student's or family's immigration status; ~~or for the refusal to provide information related to the student's or family's immigration status.~~ (Education Code 200, 220, 234.1)

CSBA NOTE: Government Code 8310.3 prohibits districts from disclosing information about immigration status or religion for use in the compilation of a registry for immigration enforcement or otherwise assisting in the creation of such a registry. The 2024 Guidance contains a similar prohibition. Also see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5125 - Student Records.

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

CSBA NOTE: Pursuant to Education Code 234.7, a district is required to notify parents/guardians of their children's right to a free public education regardless of immigration status. The 2024 Guidance provides additional detail on this topic, which includes one appendix titled "Know Your Educational Rights." Such notice may be included in the annual parental notification provided pursuant to Education Code 48980 or through any other cost-effective means. See 5145.6 - Parent/Guardian Notifications and BP 0410 - Nondiscrimination in District Programs and Activities.

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

~~Consistent with requirements of the California Office of the Attorney General, the~~

~~The~~ Superintendent or designee shall develop procedures for addressing any immigration-related requests by a law enforcement officer for access to district records, school sites, or students ~~for the purpose of immigration enforcement.~~

~~Teachers, school administrators,~~

CSBA NOTE: The following optional paragraph reflects a recommendation from the 2024 Guidance and may be revised to reflect district practice.

~~Teachers, school administrators, and other school staff shall receive~~The Superintendent or designee may provide training to staff regarding immigration issues, including information on responding to a request from ~~an immigration~~ a law enforcement officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by ~~an officer or employee of~~ a law enforcement ~~agency~~ officer for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Policy adopted: September 11, 2018
revised: ??, 2025