

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

May 26, 2026

5:00pm CLOSED Session

6:00pm Regular Session

Meeting Location:

Loyalton: Loyalton Elementary School, 111 Beckwith Street, Loyalton CA 96118

Zoom for the public:

Link: <https://us02web.zoom.us/j/89971255800>

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

Webinar ID: 899 7125 5800

Board Members:

Area 1: Patty Hall – phall@spjUSD.org

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

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

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

Area 5: Richard Jaquez – rjaquez@spjUSD.org

Student Board Member (Downieville): Logan Kinneer

Student Board Member (Loyalton): Vacant

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 13, 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:	Sean Snider, Superintendent
Employee Organizations:	Sierra-Plumas Teachers' Association
Unrepresented Employees:	Administrative Employees
	Classified Employees
	Confidential Employees
	Superintendent

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. Superintendent Reports

COUNTY—SCOE

a. SCOE Personnel Items:

1. Assignment of Kristen Sturcke, Severely Handicapped Aide, Loyalton Middle School, 1.0 FTE (6 hours/day), effective August 19, 2026

DISTRICT—SPJUSD

- b. May Revise Budget Update
- c. Structural Engineers Report for the Old Middle School Gym – Evaluation Findings and Recommendations**
- d. Facilities Update

2. Business Report

- a. Letter from the California Department of Education concurring with the positive certification for the 2025-2026 Second Interim Reports for SCOE and SPJUSD**
- b. Monthly Chronic Absenteeism Rates**
- c. Eighth Month SPJUSD Enrollments for the 2025-2026 School Year**

3. Spotlight on Schools/Programs: Loyalton Elementary School

4. SPTA Report

5. Committee/Board Member Reports

6. 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 joint Regular Meeting held April 28, 2026**
2. Approval of Board Report-Checks Dated 04/01/2026 through 04/30/2026
 - a. SCOE**
 - b. SPJUSD**
3. Approval of the following SPJUSD personnel items:
 - a. Assignment of Lourdes Martinez, Custodian, Loyalton Middle School, 1.0 FTE, effective May 14, 2026
 - b. Resignation for Carlynn Wills, Student Services Liaison, Districtwide, .68 FTE (up to 27 hours weekly), effective June 12, 2026
 - c. Authorization to fill, Student Services Liaison, Districtwide, .68 FTE (up to 27 hours weekly)

L. ACTION ITEMS

1. New Business

COUNTY & DISTRICT—SCOE & SPJUSD

- a. Approval of the Sierra-Plumas Teachers' Association 2025-2026 Tentative Agreements**

DISTRICT—SPJUSD

- b. Approval of Letter of Support and Agreement with Sierra County Behavioral Health regarding the Mental Health Student Services Act (MHSSA) Grant**
- c. Approval of quote to refinish Old Middle School Gym floor**
- d. Approval of quote for Developer Fee Study**
- e. Approval of new High School courses**
- f. Adoption of Resolution 26-016D, Math Curriculum Adoption for Grades TK-5**
- g. Approval of quote for California ClearMath curriculum for Grades TK-5**
- h. Approval of quotes for LHS Engineering and LHS/DHS Technology Support and Services CTE Pathway under Golden State Pathways Program (GSPP) grant**

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 April 28th – Second Reading

- i. 4119.21~4219.21~4319.21—Professional Standards^^
- j. 4119.24~4219.24~4319.24—Maintaining Appropriate Adult-Student Interactions^^
- k. 9250—Remuneration, Reimbursement and other Benefits
 - 1. Board Bylaw^^
 - 2. Exhibit (1)^^
 - 3. Exhibit (2)^^
- l. 9320—Meetings and Notices^^
- m. 9320.1—Remote Meetings and Attendance^^
- n. 9322—Agenda/Meeting Materials^^
- o. 9323—Meeting Conduct^^

New for May 26th – First Reading

- p. 5144.1—Suspension and Expulsion/Due Process**
- q. 5145.2—Freedom of Speech/Expression**
- r. 6142.7—Physical Education and Activity**
- s. 6146.1—High School Graduation Requirements**
- t. 6146.3—Reciprocity of Academic Credit**
- u. 6146.4—Differential Graduation and Competency Standards for Students and Disabilities**
- v. 6173—Education for Homeless Children**
- w. 6173.1—Education for Foster Youth**
- x. 6173.4—Education for American Indian Students**
- y. 6175—Migrant Education Program**

M. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on June 09, 2026, 2026, at Downieville School, 130 School Street, 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

N. ADJOURN



Sean Snider
Superintendent

** enclosed
-- handout
^^ prior meeting handout

Sean Snider, Superintendent – ssnider@spjUSD.org
Randy Jones, Director of Business Services/CBO – rjones@spjUSD.org
Kristie Jacobsen, Executive Assistant to the Superintendent – [kjacobson@spjUSD.org](mailto:kjacobsen@spjUSD.org)
Office: 530-993-1660 x0

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

this vintage that we have seismically evaluated in the past. Similarly, no overturning ties (or holddowns) are present.

Overall, the building appears to be in very good condition, with minimal issues. Besides the recent failure of an apparent roof element over the rear exit, which has left the sheathing exposed, the building is well maintained. We assume this roof is recent and will be addressed. There are no significant signs of distress, excessive deflection, or widespread deterioration.

ASCE 41 Evaluation

As described the evaluation was per the American Society of Civil Engineers *Seismic Evaluation and Retrofit of Existing Buildings* (ASCE 41). We completed the Tier 1 Immediate Occupancy Checklist for Building Type W2. The gymnasium passed the Checklist apart from the apparent lack of sill bolts and holddowns to the foundation. The latter warranted a Tier 2 evaluation, which showed that given the length of the shearwalls, holddowns are not required as the weight of the building prevents uplift. The evaluation relied on the shear continuity of the infilled windows, which will need to be properly nailed.

Additional Considerations

By observation, it appears that the building has been supporting snow loads adequately. Regardless, Linchpin performed a cursory analysis of the building's roof trusses for snow and found them to be adequate. That evaluation considers the performance requirements of a Risk Category IV building.

We did not perform a wind evaluation. We consider the building to have shown that it adequately has resisted wind loads that have occurred since its construction. The building is not expected to ever experience higher wind loads.

The seismic evaluation follows the ASCE41 standard and the requirements for an immediate occupancy damage state, a performance objective similar to that of new design as a Risk Category IV building. We understand that this complies with DSA and the Field Act.

Evaluation Findings and Recommendations

We recommend the installation of retrofit anchorage to replace the missing anchor bolts at the wall-to-foundation interface. We also recommend where the windows were infilled, that the plywood be removed, studs be installed with blocking so that the plywood can be nailed off as a shear resisting element. The costs for this work is estimated to be \$20,000 or less.





**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

May 8, 2026

Sean Snider, Superintendent
Sierra County Office of Education
Sierra-Plumas Joint Unified
P.O. Box 955
Loyalton, CA 96118

Dear Superintendent Snider:

Subject: 2025–26 Second Interim Reports

Pursuant to California *Education Code* sections 1240(l) and 42131(g), the California Department of Education (CDE) has reviewed Sierra County Office of Education (SCOE) and the Sierra-Plumas Joint Unified's (SPJUSD) Second Interim Reports and the accompanying positive certifications of financial solvency to determine whether they comply with the Criteria and Standards for fiscal stability adopted by the State Board of Education and are consistent with a financial plan that will enable your county office of education and school district to satisfy their multiyear financial commitments, including all financial obligations in the current year. The CDE concurs with the assessment that, based on current projections, the SCOE and the SPJUSD will be able to meet their financial obligations for the current and subsequent two fiscal years and that positive certifications are appropriate.

The CDE appreciates the submission of the SCOE and SPJUSD Second Interim Reports. If you have any questions or concerns, please contact Rigoberto Sanchez at 916-982-2185 or by email at rsanchez@cde.ca.gov.

Sincerely,

Blanche Katayama

Blanche Katayama, Administrator
Fiscal Oversight and Support Office

BK:rs
2026-0201a-46c

cc: Randy Jones, Director of Business Services/CBO, Business Services

Chronic Absenteeism Rates as of May 12, 2026

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 **12 or more days** are considered chronically absent. By the end of the school year, this number increases to **18 days**.

2025-2026 School Year as of May 12 (158 Days This Year)

SITE/MONTH	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Downieville Elementary	28% (7)	20% (5)	11% (3)	15% (4)	19.2% (5/26)	30.7% (8/26)	34.6% (9/26)	30.7% (8/26)	26.9% (7/26)	
Downieville Jr./Sr. High	0%	25% (2)	14% (1)	14% (1)	14% (1/7)	14% (1/7)	14% (1/7)	14% (1/7)	14% (1/7)	
Loyalton Elementary	20%	7.7%	7.7% (13)	11% (18)	7.7% (13/168)	8.9% (15/168)	10% (17/169)	9.4% (16/171)	10.9% (19/173)	
Loyalton Middle	17.8%	31.8%	19% (15)	20% (16)	13.9% (11/79)	17.7% (14/79)	15.2% (12/79)	16.5% (13/79)	16.5% (13/79)	
DISTRICT (% of All Students)	19.49%	15.04% (40/280)	11.4% (32/280)	13.9% (39/280)	10.7% (30/280)	13.57% (38/280)	13.8% (39/281)	13.4% (38/283)	14.04% (40/285)	

2024-2025 School Year as of May 13 (163 Days Last Year) *No President's Week Off

SITE/MONTH	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Downieville Elementary		26%(7)	11.5% (3)	7% (2)	7.7% (2)	15.4% (4/26)	23% (6/26)	15.4% (4/26)	15.4% (4/26)	
Downieville Jr./Sr. High		10% (1)	10%(1)	10%(1)	10% (1)	20% (2/10)	20% (2/10)	20% (2/10)	20% (2/10)	
Loyalton Elementary (TK-6)		13.5%	24% (49)	23% (46)	19.5% (39)	13% (26/200)	11.5% (23/200)	13.8% (28/203)	14.8% (30/203)	
Loyalton High (7th&8th)		8.5%	10.6% (5)	15% (7)	12.7% (6/47)	10.6% (5/47)	10.6% (5/47)	25.5% (12/47)	21.3% (10/47)	
DISTRICT (% of All Students)		16.85% 38/271	20.5% 58/282	19.8% (56/282)	17% (48/283)	13.07% (37/283)	12.7% (36/283)	16.1% (46/286)	16.08% (46/286)	

ENROLLMENT BY SCHOOL MONTH - 2025-2026

****As of 04/30/2026**

	Downieville Elementary	Loyalton Elementary	Downieville Jr High	Loyalton Middle	Downieville Sr High	Loyalton Sr High	Sierra Pass Continuation	Long-Term ISP/SDC	TOTAL
Ending 2024-2025	24	200	9	45	10	113	7	included in site #	408
1st Day 2025-2026	26	165	8	80	14	105	3	included in site #	401

	Month	TK/K-6	TK/K-5	7-8	6-8	9-12	9-12	9-12		
August	1	26	168	8	79	14	107	3	included in site #	405
08/20/25-09/12/25										
September	2	26	168	8	80	14	105	3	included in site #	404
09/15/25-10/10/25										
October	3	26	168	8	77	14	106	3	included in site #	402
10/13/25-11/07/25										
November	4	26	168	8	77	14	105	3	included in site #	401
11/10/25-12/05/25										
December	5	26	170	8	77	14	105	3	included in site #	403
12/08/25-01/16/26										
January	6	24	170	8	76	14	105	5	included in site #	402
01/19/26-02/13/26										
February	7	23	173	8	75	14	104	5	included in site #	402
02/16/26-03/13/26										
March	8	23	173	8	74	14	103	6	included in site #	401
03/16/26-04/10/26										
April	9								included in site #	0
04/13/26-05/08/26										
May	10								included in site #	0
05/11/26-06/05/26										
June	11								included in site #	0
06/08/26-06/12/26										

2024-2025	SPJUSD	SCOE	Washoe
P1 ADA	382.08	1.00	16.52
P2 ADA	378.46	1.01	16.34
Annual	377.39	1.01	16.16

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	5
LMS	7
DHS	0
LHS	4

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

April 28, 2026

5:00pm CLOSED Session

6:00pm Regular Session

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

Zoom videoconferencing was also available for the public.

A. CALL TO ORDER

President RHYNIE HOLLITZ called the meeting to order at 5:07pm.

B. ROLL CALL

PRESENT: *Area 1: Patty Hall
Area 2: Rhynie Hollitz (President)
Area 3: John Martinetti (Clerk)
Area 4: Kelly Champion (Vice President)
Area 5: Richard Jaquez
Student Board Member (Downieville): Logan Kinner*

ABSENT: *None*

VACANT: *Student Board Member (Loyalton)*

C. APPROVAL OF AGENDA

*CHAMPION motioned to approve with changes outlined by SNIDER. Second by HALL.
5/0*

D. PUBLIC COMMENT FOR CLOSED SESSION

None

E. CLOSED SESSION

The Board moved into Closed Session at 5:10pm 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:	Sean Snider, Superintendent
Employee Organizations:	Sierra-Plumas Teachers' Association
Unrepresented Employees:	Administrative Employees
	Classified Employees
	Confidential Employees
	Superintendent

3. Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: District Superintendent

F. RETURN TO OPEN SESSION at 6:00pm and ADJOURN FOR BREAK

G. 6:08PM – RECONVENE

H. FLAG SALUTE

I. RECOGNITION OF JAMES BERARDI FOR YEARS OF SERVICE

SNIDER read the Resolution of Recognition and presented BERARDI with a plaque. Break for cupcakes. Reconvene at 6:40pm.

J. REPORT OUT FROM CLOSED SESSION

MARTINETTI: All items were for discussion only, no action taken.

K. INFORMATION/DISCUSSION ITEMS

1. Spotlight on Schools/Programs: Downieville Schools

Teaching Principal, Faith Edwards

Highlights: New beginnings with EDWARDS taking over for BERARDI. Slideshow with pictures of students at Downieville to highlight the variety of activities and opportunities they are exposed to despite the small school environment.

HALL and KINNEER left the meeting at 6:47pm.

2. Superintendent Reports

COUNTY—SCOPE

- a. Children and Youth Behavioral Health Initiative (CYBHI) Grant discussion
SNIDER: Follow-up meeting with representative from Sacramento COE, as they are the administrator of the grant for the State. Informed us that the grant is more flexible than we heard in the presentation back in March. Funds can be used to provide direct services to students like TinyEye teletherapy, but they cautioned that we wouldn't receive one-time funds to set up new billing infrastructure.
- b. California County Superintendents General Membership Meeting and Advocacy
SNIDER: Last week I attended my first official meeting in the role as County Superintendent. Picking up where BERARDI left off with advocacy work. One topic discussed was extending long-term substitute from 30 days to 60 days without additional paperwork. Electric buses were not discussed, but it seems the message about electric buses was pretty well heard in previous meetings.
- c. Teacher on Special Assignment – Math and Science Instructional Coach
SNIDER: Utilizing funds for Level 1 Differentiated Assistance. This position will support implementation of new curriculum, as well as ongoing coaching with hopes to help increase test scores.
- d. SCOPE Personnel Items:
 1. Resignation for Amy Burt, Severely Handicapped Aide, Loyalton Elementary School, 1.0 FTE (6 hours/day), effective June 12, 2026
 2. Resignation for Victoria Russell-Fisher, Severely Handicapped Aide, Loyalton High School, 1.0 FTE (6 hours/day), effective ~~June 12~~ May 13, 2026
 3. ~~Assignment of Carmel Crane, TOSA—Academic and Online Learning Support—College & Career Readiness, Districtwide, 1.0 FTE, effective August 17, 2026~~

DISTRICT—SPJUSD

e. 2026-2027 LCAP Community Meetings

SNIDER: This is a required part of the LCAP process. Attendance was average with a couple parents and staff at each. We get far more engagement and feedback through the survey that is sent out after the meetings are held.

f. Facilities update

SNIDER: Making progress on the application for modernization funds for the 2003 LHS project. Working with Department of State Architects to get plans approved for the LHS window project. Still need cost estimates, but hoping to complete over the summer. Realized over the winter that snow guards are needed for new LES roof. Gathering cost info with same manufacturer to maintain warranty. We received three bids for the painting project on the portables and have the lowest bid in the board packets for approval later on the agenda. The bid for foundation work for Sierra Pass portable is also on the agenda for approval and the move is scheduled for the week of May 11th if completed in time. Property exchange with the City of Loyalton is needed to move forward with the foundation work for the Sierra Pass portable move. Intend to refinish the floor at the Old Middle School Gym this summer. Bid for work to start on the LMS basketball court is on the agenda. Plan for LMS lockers still in the work and will need DSA signoff. A lot to tackle this summer, but chipping away at the Facilities Master Plan.

g. Old Middle School Gym Structural Evaluation

SNIDER: Reassurance that the building meets the DSA requirements and The Field Act and we can continue to use the building with recommended reinforcements and maintenance.

2.3. Business Report

a. Monthly Chronic Absenteeism Rates

b. Seventh Month SPJUSD Enrollments for the 2025-2026 School Year

3.1. Spotlight on Schools/Programs: Downieville Schools

4. SPTA Report

None

5. Committee/Board Member Reports

JAQUEZ: There's a lot going on with facilities. Would like to see some projects completed.

CHAMPION/HOLLITZ: Budget Committee meeting today. Asked SNIDER to bring quotes of a Developer Fee study to the board. Investigating if this is something we want to pursue.

6. Public Comment

Paul Guffin—Downieville resident: Thankful to see the actual numbers on the Absenteeism Reports and not just the percentages. It helps to understand the data better.

L. CONSENT CALENDAR

1. Approval of minutes for the joint Special Meeting held March 10, 2026
2. Approval of minutes for the joint Regular Meeting held March 10, 2026

3. Approval of minutes for the SPJUSD Special Meeting held April 01, 2026
4. Approval of Board Report-Checks Dated 03/01/2026 through 03/31/2026
 - a. SCOE
 - b. SPJUSD
5. Approval of Quarterly Report on Williams Uniform Complaints for the quarter ending 03/31/2026
 - a. SCOE
 - b. SPJUSD
6. Approval of the following SPJUSD personnel items:
 - a. Resignation of Carol Richards, Custodian, Loyalton Middle School, 1.0 FTE, effective March 27, 2026
 - b. Authorization to fill Custodian, Loyalton Middle School, 1.0 FTE
 - c. Assignment of Colby Barker, Teacher, Loyalton Middle School, 1.0 FTE, effective August 17, 2026
 - d. Assignment of April Burns, Teacher, Loyalton Middle School, 1.0 FTE, effective August 17, 2026
 - e. Authorization to fill Teacher, Loyalton Elementary School, 1.0 FTE

CHAMPION/MARTINETTI

4/0

M. ACTION ITEMS

1. New Business

COUNTY—SCOE

None

DISTRICT—SPJUSD

- a. Adoption of Resolution 26-015D, Recognition of James Berardi
MARTINETTI/JAQUEZ
4/0
- b. Approval of the 2026-2027 Extra Duty Assignments and Stipends to be filled
MARTINETTI/JAQUEZ
4/0
- ~~e.~~ ~~Approval of amendment to the Mental Health Student Services Act (MHSSA) grant MOU~~
- ~~d.~~ c. Authorization to Submit Request for Federal Waiver for Carl D. Perkins Career and Technical Education Improvement Act
CHAMPION/MARTINETTI
4/0
- ~~e.~~ d. Approval of the Right of Entry and License Agreement with the City of Loyalton, Contract No. 2026-016D
MARTINETTI/JAQUEZ
4/0
- ~~f.~~ e. Approval of bid for foundation work for Sierra Pass portable
JAQUEZ motioned to approve bid from Martin Earthworks for \$12,600. Second by MARTINETTI.
4/0

~~g.f.~~ Approval of bid for Loyaltan Portables Painting Project

JAQUEZ motioned to approve bid from HB Restoration for \$44,050. Second by MARTINETTI.

4/0

~~h.g.~~ Approval of bid for paving LMS Basketball Court and Lunch Area

JAQUEZ motioned to approve bid from Bertagnolli Paving for \$50,660. Second by MARTINETTI.

4/0

~~i.h.~~ Approval of quote for fiberoptic trenching work between LES to LMS

CHAMPION motioned to approve quote from Hauff Excavation for \$12,260.12. Second by MARTINETTI.

4/0

~~j.i.~~ Approval of quote for Robotics and Coding Curriculum and Equipment

CHAMPION motioned to approve quote from Barobo for \$29,330.41. Second by MARTINETTI.

4/0

~~k.j.~~ Approval of two quotes for supplies and materials for Healthcare Pathways under Golden State Pathways Program (GSPP) grant

MARTINETTI motioned to approve quotes from Laerdal Medical Corporation for \$150,626.22 and \$25,220. Second by CHAMPION.

4/0

~~l.k.~~ Approval to appoint Sean Snider as the representative for Sierra-Plumas Joint Unified School District on the Feather River Adult Education Consortium

MARTINETTI/CHAMPION

4/0

~~m.l.~~ Approval to surplus Downieville Kitchen Stand Mixer, Hobart Model A-200T

MARTINETTI/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 March 10th – Second Reading

MARTINETTI/JAQUEZ

4/0

~~n.m.~~ 3470—Debt Issuance and Management

~~o.n.~~ 5020—Parent Rights and Responsibilities

~~p.o.~~ 5117—Interdistrict Attendance

~~q.p.~~ 5138—Conflict Resolution/Peer Mediation

~~r.q.~~ 6020—Parent Involvement

~~s.r.~~ 6143—Courses of Study

~~t.s.~~ 6146.2—Certificate of Proficiency/High School Equivalency, *DELETE*

New for April 28th – First Reading

Postponed to May 26th for Second Reading

u.t. 4119.21~4219.21~4319.21—Professional Standards

v.u. 4119.24~4219.24~4319.24—Maintaining Appropriate Adult-Student Interactions

w.v. 9250—Remuneration, Reimbursement and other Benefits

1. Board Bylaw
2. Exhibit (1)
3. Exhibit (2)

x.w. 9320—Meetings and Notices

y.x. 9320.1—Remote Meetings and Attendance

z.y. 9322—Agenda/Meeting Materials

aa.z. 9323—Meeting Conduct

N. ADVANCED PLANNING

1. The next Regular Joint Board Meeting will be held on ***May 26 (last Tuesday)***, 2026, at Loyalton Elementary School, 111 Beckwith Street, 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
None

O. ADJOURN *at 8:18pm*
MARTINETTI/HOLLITZ
4/0

Sean Snider, Superintendent

John Martinetti, Clerk

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

DATE: April 28, 2026

CLOSED SESSION BEGAN AT: 5:40 P.M.

BOARD MEMBERS PRESENT:

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

OTHERS PRESENT:

- ☐ Sean Snider, Superintendent
☐ Randy Jones, Director of Business Services/CBO
☐ _____
☐ _____
☐ _____

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:

Employee Organizations:

Unrepresented Employees:

Sean Snider, Superintendent

Sierra-Plumas Teachers' Association

Administrative Employees

Classified Employees

Confidential Employees

Superintendent

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 #3—Government Code 54957

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: District Superintendent

RESULT:

- ☐ DIRECTION WAS GIVEN TO SUPERINTENDENT
☒ THE CLOSED SESSION WAS FOR PURPOSES OF DISCUSSION ONLY. NO ACTION WAS TAKEN.

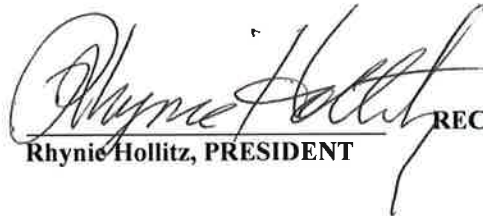
**SIERRA COUNTY BOARD OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT GOVERNING BOARD
Closed Session Reporting Form**

- ☐ 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 _____

II. ENDED CLOSED SESSION AT 6:00 P.M. AND RETURNED TO OPEN SESSION

PRESIDED BY:


Rhynie Hollitz, PRESIDENT

RECORDED BY:


John Martinetti, CLERK

Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017893	04/10/2026	PRIMO BRANDS BLUETRITON BRANDS, INC.	11-4330	WATER SERVICE		57.81
00017894	04/10/2026	AMAZON CAPITAL SERVICES	01-4300	CAASPP SUPPLIES	960.45	
			01-4320	CORD COVER	14.31	
			01-5899	CORD COVER	42.91	1,017.67
00017895	04/10/2026	MEGAN ANDALUZ	01-5810	TRANSPORTATION REIMBURSE		200.10
00017896	04/10/2026	APPLE COMPUTER	01-4400	IPADS		871.71
00017897	04/10/2026	DONALD BERGSTROM	01-5810	SPED/DO CLEANING	1,057.99	
			01-5899	SPED/DO CLEANING	429.51	1,487.50
00017898	04/10/2026	HEIDI BETHKE	01-5200	REGISTRATION		145.00
00017899	04/10/2026	MICAH COHEN, MOT, OTR/L	01-5810	OCCUPATIONAL THERAPY SERVICES		2,636.20
00017900	04/10/2026	ELEVATION TRUCKEE	01-5810	TRANSITIONAL SERVICES		7,434.00
00017901	04/10/2026	FAGEN FRIEDMAN & FULFROST LLP	01-5801	LEGAL FEES		2,772.00
00017902	04/10/2026	FRONTLINE TECHNOLOGIES GROUP LLC	01-5810	UPDATE SIGNATURES	250.00	
			01-5899	UPDATE SIGNATURES	250.00	500.00
00017903	04/10/2026	KELLI GROCK	01-5100	COUNSELING SERVICES		5,605.00
00017904	04/10/2026	JOSTENS	01-4300	CERT OF COMPLETION		62.25
00017905	04/10/2026	LAUREN JONES BEHAVIORAL CONSULTANT	01-5899	BEHAVIORAL CONSULTANT		12,197.64
00017906	04/10/2026	NORTHEASTERN JOINT POWERS AUTHORITY	01-5810	24/25 BALANCE DUE	1.09	
			76-9571	24/25 BALANCE DUE	16,094.02	16,095.11
00017907	04/10/2026	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	01-5600	POSTAGE MACHINE LEASE	2.22	
			01-5899	POSTAGE MACHINE LEASE	6.66	8.88
00017908	04/10/2026	PLUMAS-SIERRA TELECOMMUNICATIONS	11-5900	BROADBAND SERVICE		109.00
00017909	04/10/2026	PRESENCELEARNING, INC.	01-5810	PRESENCE LEARNING		9,929.40
00017910	04/10/2026	UBEO WEST LLC	11-5600	COPIER/MAINTENANCE		116.23
00017911	04/10/2026	RED'S REPTILES	01-5810	STEM NIGHT REPTILE SHOW		825.00
00017912	04/10/2026	RHYNIE HOLLITZ	01-5200	PER DIEM	28.27	
			01-5899	PER DIEM	28.28	56.55
00017913	04/10/2026	SIERRA VALLEY HOME CENTER	01-4300	SHOP CLASS SUPPLIES		762.53
00017914	04/10/2026	TERMINIX PROCESSING CENTER	01-5810	PEST CONTROL		225.00
00017915	04/10/2026	TNTP, INC	01-5810	PROFESSIONAL LEARNING		9,901.00
00017916	04/10/2026	TODDLER TOWERS, INC. SIERRAKIDS	01-5810	ELOP SPED AIDE		2,457.16
00017917	04/10/2026	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH INSURANCE	2,033.00	
			76-9576	HEALTH INSURANCE	33,611.40	35,644.40
00017918	04/10/2026	U.S. BANK	01-4350	FUEL	206.71	
			01-5200	CISC CONFERENCE	251.96	
				HOTEL ACCOMODATIONS	426.50	
			01-5810	COMPUTER REPAIR	476.84	

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Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00017918	04/10/2026	U.S. BANK	01-5899	WALL MOUNT	202.98	
				WRISTBANDS	85.76	
			11-5200	HOTEL ACCOMODATIONS	133.28	1,784.03
00017919	04/10/2026	UNIVERSITY OF NEVADA, RENO CONTROLLER'S OFFICE MS0124	11-5200	TRAINING COURSE		3,000.00
00017920	04/10/2026	U.S. BANK VOYAGER	01-4350	FUEL EXPENSE	448.25	
			01-5200	FUEL EXPENSE	149.40	
			01-5899	FUEL EXPENSE	252.14	
			11-5200	FUEL EXPENSE	82.14	931.93
00017921	04/24/2026	INTERMOUNTAIN DISPOSAL, INC.	01-5899	GARBAGE SERVICE	26.65	
			11-5500	GARBAGE SERVICE	12.99	39.64
00017922	04/24/2026	LES SCHAWB	01-4350	TIRES	1,032.33	
			01-6400	TRUCK SIDE STEP	761.76	1,794.09
00017923	04/24/2026	MEGAN MESCHERY	01-5200	AIRLINE	376.80	
				CISC MEETING	249.00	625.80
00017924	04/24/2026	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	01-5810	SSA 218 FEE		160.00
00017925	04/24/2026	PRESENCELEARNING, INC.	01-5810	PRESENCE LEARNING		13,115.25
00017926	04/24/2026	QBS LLC	01-5810	TRAINING		300.00
00017927	04/24/2026	REMSA CENTER FOR INTEGRATED HEALTH CARE & COMMUNITY EDU	11-5810	CPR CARDS		68.00
00017928	04/24/2026	ELIZABETH JANE SHEPARD	11-5810	MARKETING		1,490.00
00017929	04/24/2026	SIERRA COUNTY OFFICE OF EDUCATION	01-5808	BANK SERVICE FEES		181.42
00017930	04/24/2026	TAHOE INSTITUTE FOR NATURAL SCIENCE	01-5810	ECOLOGY WALK	250.00	
				NATURAL SCIENCE IN SCHOOL	600.00	850.00
Total Number of Checks					38	135,457.30

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	County School Service Fund	32	80,682.43
11	ADULT EDUCATION	9	5,069.45
76	Payroll Clearing	2	49,705.42
Total Number of Checks		38	135,457.30
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			135,457.30

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

Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088346	04/10/2026	ACCO ENGINEERED SYSTEMS	01-5600	LOCKER ROOM HEATER REPAIR		5,009.96
00088347	04/10/2026	AMAZON CAPITAL SERVICES	01-4300	CLASSROOM SUPPLIES	56.94	
				INSTRUCTIONAL SUPPLIES	115.72	
				playground equipment	37.52	
				reading accross america week	204.90	
				WELLNESS CENTER SUPPLIES	288.70	
			01-4302	Materials & Supplies	922.21	
			01-4305	FNL SUPPLIES	87.91	
			01-4320	MAINT. SUPPLIES	114.95	
				WELLNESS CENTER SUPPLIES	52.39	
			01-4330	ADMIN BOOKS	277.41	
				BOOKS	51.26	
				Materials & Supplies	89.98	
				PLAQUE	53.57	
				TRAINING STATION SETUP	219.43	
			13-4340	CAFE SUPPLIES/SIGNS	86.25	2,659.14
00088348	04/10/2026	AMERIGAS	01-5540	PROPANE	6,745.39	
			01-5899	PROPANE	1,286.61	8,032.00
00088349	04/10/2026	APPLE COMPUTER, INC.	01-4400	MACBOOK		1,469.93
00088350	04/10/2026	STACI ARMSTRONG	01-4300	SNACKS		76.45
00088351	04/10/2026	AT&T	01-5890	PHONE SERVICES	60.69	
			01-5899	PHONE SERVICES	27.80	
			01-5910	PHONE SERVICES	638.86	727.35
00088352	04/10/2026	BFI INSPECTIONS, LLC	01-5899	INSPECTOR SERVICES	4,992.00	
			01-6200	INSPECTOR SERVICES	4,992.00	9,984.00
00088353	04/10/2026	KATRINA BOSWORTH	13-4700	CAFE SUPPLIES		59.88
00088354	04/10/2026	PAMELA BRANDON	01-5600	TECH COTTAGE RENTAL		100.00
00088355	04/10/2026	CITY OF LOYALTON	01-5530	WATER AND SEWER - LOYALTON SITES	5,275.54	
			01-5899	WATER AND SEWER - LOYALTON SITES	58.59	5,334.13
00088356	04/10/2026	CURRENT ELECTRIC & ALARM, INC.	01-5600	ALARM MONITORING	1,117.50	
			01-5899	ALARM MONITORING	82.50	1,200.00
00088357	04/10/2026	JANET HAMILTON	01-5600	TECH COTTAGE RENTAL		100.00
00088358	04/10/2026	HUNT & SONS, INC.	01-5590	HEATING OIL		2,602.27
00088359	04/10/2026	INTEGRITY HEATING & AIR	01-5600	HEAT REPAIR		642.90
00088360	04/10/2026	JOSTENS	01-4305	Diplomas and Covers	310.76	
				GRADUATION CAPS	90.09	400.85
00088361	04/10/2026	K 12 MANAGEMENT DBA FUELED	01-6400	ASYNCHRONOUS INSTRUCTION		7,750.00

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Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088362	04/10/2026	CHRISTINA LAFOON	01-5890	COLLEGE & CAREER SERVICES		2,970.00
00088363	04/10/2026	LES SCHWAB TIRE CENTER	01-4350	Vehicle Maintenance		107.96
00088364	04/10/2026	LINCHPIN STRUCTURAL ENGINEERING	01-5890	STRUCT ENG REPORT		5,487.50
00088365	04/10/2026	LOYALTON BOOSTER CLUB	01-5800	Ski/Snowboard Reimbursements		1,449.00
00088366	04/10/2026	OWEN MCINTOSH	01-4300	SHIRTS		269.28
00088367	04/10/2026	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		553.11
00088368	04/10/2026	NORTHAM DISTRIBUTING, INC.	13-4340	CAFE FOOD/SUPPLIES	1.89	
			13-4700	CAFE FOOD/SUPPLIES	41.71	43.60
00088369	04/10/2026	NORTHEASTERN JOINT POWERS AUTHORITY	01-5890	24/25 BALANCE OWED	2.98	
			76-9571	24/25 BALANCE OWED	14,720.61	14,723.59
00088370	04/10/2026	LAURIE PETTERSON	01-4300	ATTENDANCE INCENTIVES		81.48
00088371	04/10/2026	SHERRILL RAHE	01-4300	GARDEN SUPPLIES		64.95
00088372	04/10/2026	UBEO WEST LLC	01-5600	COPIER MAINT.	1,379.19	
			01-5899	COPIER MAINT.	172.67	1,551.86
00088373	04/10/2026	SCHOOL SERVICES OF CALIFORNIA	01-5890	SABRE REPORT		375.00
00088374	04/10/2026	SHOW SMART	01-5890	Show Smart Subscription		1,320.00
00088375	04/10/2026	SIERRA COUNTY HEALTH DEPARTMENT	01-5510	ELECTRICAL SERVICES FOR TECH COTTAGE		289.50
00088376	04/10/2026	SIERRA VALLEY MOBILE REPAIR	01-5600	BUS INSPECT/REPAIR		1,239.85
00088377	04/10/2026	SIERRA VALLEY HOME CENTER	01-4300	MISC. AG SUPPLIES	464.92	
			01-4320	MAINT. SUPPLIES	219.72	
				MAINT/CUSTODIAL SUPPLIES	310.28	
			01-6200	STORAGE BUILDING	2,672.83	3,667.75
00088378	04/10/2026	SLAKEY BROTHERS	01-4320	HEATER PARTS		509.48
00088379	04/10/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4340	CAFETERIA - FOOD AND SUPPLIES	134.25	
			13-4700	CAFETERIA - FOOD AND SUPPLIES	7,053.35	7,187.60
00088380	04/10/2026	TEAM ONE NETWORKING	01-5899	PHONE SERVICES	35.00	
			01-5910	PHONE SERVICES	105.00	140.00
00088381	04/10/2026	TODDLER TOWERS, INC. SIERRA KIDS	01-5890	ELOP PROGRAM		20,285.53
00088382	04/10/2026	TRI COUNTY SCHOOLS INSURANCE GROUP	01-9535	HEALTH INSURANCE	8,111.62	
			76-9576	HEALTH INSURANCE	85,593.84	93,705.46
00088383	04/10/2026	U.S. BANK	01-4300	GARDEN SUPPLIES	300.90	
				INSTRUCTIONAL SUPPLIES	40.18	
				IPAD SOFTWARE	11.00	
				Supplies	391.91	
				YQCA TRAININGS	165.00	
			01-4320	CAPACITOR	25.90	
				CUSTOM SIGNS	40.81	

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Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088383	04/10/2026	U.S. BANK	01-4320	GATES	777.43	
				GROUND SIGNS	115.80	
				MAINT SUPPLIES	219.66	
				ROOT KILLER	77.09	
				SNOW BLOWER PARTS	2,425.94	
			01-4330	WELLNESS CENTER FURNITURE	569.83	
				YELLOW DOME TILE	284.21	
				ADOBE PRO SUBSCRIPTION	14.99	
				ASB CHECKS/DEPOSIT SLIPS	155.71	
				OFFICE SUPPLIES	205.11	
			01-4350	FUEL FOR MAINT.	53.44	
			01-4351	BUS FUEL	302.93	
			01-5200	CHARTER BUS	3,162.88	
				HOTEL	1,360.80	
			01-5890	SEWER LINE CLEANOUT	624.25	
				ZOOM SUBSCRIPTION	74.25	
				ADOBE PRO SUBSCRIPTION	5.00	
00088384	04/10/2026	U.S. BANK VOYAGER	01-5899	OFFICE SUPPLIES	68.37	
				SEWER LINE CLEANOUT	624.25	
			13-4340	CAFE SUPPLIES	41.34	
				WATER	32.97	
				FOOD MANAGER COURSES	50.00-	12,121.95
00088385	04/24/2026	AIRGAS, USA, LLC	01-4305	FUEL	1,317.08	
			01-4351	FUEL	1,943.94	
			01-5200	FUEL	805.39	
			01-5899	FUEL	65.76	4,132.17
00088386	04/24/2026	AMAZON CAPITAL SERVICES	01-5600	TANK RENTAL LHS/DVL		428.71
00088386	04/24/2026	AMAZON CAPITAL SERVICES	01-4300	Art Supplies	245.11	
				classroom supplies	70.67	
				graphing calculator	1,007.20	
				laminating film	60.88	
				playground equipment	28.95	
			01-4302	Wellness Center supplies	747.86	
				office supplies	688.05	
				office supplies	90.05	
				OFFICE SUPPLIES	12.32	
				MIXER	1,585.90	

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Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
00088386	04/24/2026	AMAZON CAPITAL SERVICES	01-5899	OFFICE SUPPLIES	2.28	4,539.27
00088387	04/24/2026	KATRINA BOSWORTH	13-4700	CAFE SUPPLIES		188.61
00088388	04/24/2026	BRADY INDUSTRIES	01-4320	custodial supplies	551.92	
				custodial supplies for June work	686.26	
				June cleaning supplies	1,029.66	2,267.84
00088389	04/24/2026	DOWNIEVILLE PUBLIC UTILITY DIS	01-5530	Water		50.00
00088390	04/24/2026	STEPHEN FILLO	01-4300	SHOP SUPPLIES		164.67
00088391	04/24/2026	FLINN SCIENTIFIC, INC.	01-4300	Supplies		174.70
00088392	04/24/2026	HEARTLAND SCHOOL SOLUTIONS	01-4400	CAFE SCANNING EQUIP/SOFTWARE		10,072.26
00088393	04/24/2026	INTERACTIVE RESOURCES, INC	01-6200	ARCHITECTS	838.75	
			40-6200	ARCHITECTS - LHS WINDOWS	16,822.50	17,661.25
00088394	04/24/2026	SONIA JOY	01-4305	FNL REIMBURSEMENT		97.38
00088395	04/24/2026	MARTIN EARTHWORKS	01-5890	RAMP REMOVAL		200.00
00088396	04/24/2026	MARYSVILLE JOINT USD	01-5600	BUS MAINTENANCE		180.00
00088397	04/24/2026	MODEL DAIRY, LLC	13-4700	DAIRY PRODUCTS		274.21
00088398	04/24/2026	NORTHAM DISTRIBUTING, INC.	13-4700	CAFE FOOD/SUPPLIES		319.37
00088399	04/24/2026	ODP BUSINESS SOLUTIONS LLC	01-4300	Class Supplies	30.81	
			01-4302	COPY PAPER	221.79	
				Copy Paper & Supplies	3.68-	
				office supplies	885.90	
			01-4330	Copy Paper & Supplies	.29	
				OFFICE SUPPLIES	168.07	
				TONER	226.95	
			01-5899	OFFICE SUPPLIES	56.03	
				TONER	75.64	1,661.80
00088400	04/24/2026	PACIFIC GAS & ELECTRIC COMPANY	01-5510	Electricity		3,971.22
00088401	04/24/2026	LAURIE PETTERSON	01-4300	ATTENDANCE INCENTIVES		30.00
00088402	04/24/2026	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	01-5890	SSA 218 FEE		200.00
00088403	04/24/2026	INTERMOUNTAIN DISPOSAL, INC.	01-5520	GARBAGE SERVICE	1,065.19	
			01-5899	GARBAGE SERVICE	13.94	1,079.13
00088404	04/24/2026	SIERRA HARDWARE	01-4320	Misc Maintenance supplies		268.75
00088405	04/24/2026	SIERRA-PLUMAS JOINT UNIFIED	01-5890	BANK SERVICE FEES		288.62
00088406	04/24/2026	THE PRINT SHOP AT GCOE	01-4330	Envelopes	282.75	
				Letterhead	85.64	
			01-5899	Letterhead	28.55	396.94
00088407	04/24/2026	TINYEYE TECHNOLOGIES CORP c/o V68000U	01-5890	THERAPY SERVICES		13,827.49

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Checks Dated 04/01/2026 through 04/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
Total Number of Checks					62	276,767.70

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	55	150,893.81
13	Cafeteria Fund	9	8,736.94
40	Special Reserve for Capital Ou	1	16,822.50
76	Warrant/Pass Though (payroll)	2	100,314.45
Total Number of Checks		62	276,767.70
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			276,767.70

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.

2025-26 Negotiations Status Update by Article

ARTICLE 1: AGREEMENT

- Done
 - 1.3 Updated term of agreement

ARTICLE 2: RECOGNITION

- Done
 - 2.2 Added Teachers on Special Assignment (TOSAs) and Virtual/Online Teachers & Coordinators to the list of who the Association represents

ARTICLE 3: DAYS AND HOURS OF EMPLOYMENT

- Done
 - 3.4 Better language than before about early release and minimum days
 - 3.12 Clarified that "school year" means July 1 - June 30

ARTICLE 4: CLASS SIZE

- Done
 - 4.4 Compensation for teachers over the desired class size maximums: Changed amount compensated and removed P2 to include trimesters/quarters
 - 4.11 MOU for in-person teachers doing long-term ISP was created and is currently in review with the district.

ARTICLE 5: GRIEVANCE PROCEDURE

- Done- No changes

ARTICLE 6: SAFETY CONDITIONS OF EMPLOYMENT

- Done
 - 6.5 New article specifying criteria for decision-making on smoky days
 - 6.6 New article for a district-provided communication platform for teachers using personal devices for official school communications

ARTICLE 7: ORGANIZATIONAL SECURITY

- Done- No changes

ARTICLE 8: EVALUATION OF UNIT MEMBERS

- Done
 - 8.3 B and exhibits- New evaluation form for special education teachers, speech therapists, school psychologists more appropriately suited to those roles

ARTICLE 9: TRANSFER POLICY

- Done- No changes

ARTICLE 10: LEAVES OF ABSENCE

- Done
 - 10.13- Updated to Catastrophic Leave Bank provisions

ARTICLE 11: HEALTH BENEFITS

- Done- No changes

ARTICLE 12: SALARY

- Done
 - 12.6 C Updated process for posting and filling coaching and non-coaching stipend positions

ARTICLE 13: NEGOTIATIONS PROCEDURES

- Done
 - 13.1 Updated language for timeline on initial proposals to be more flexible ("spring" instead of March and September or February)

ARTICLE 14: SAVINGS PROVISION

- Done- No changes

ARTICLE 15: INPUT IN SELECTING NEW PROGRAMS FOR SCHOOLS

- Done- No changes

ARTICLE 16: DURATION OF AGREEMENT

- Done
 - 16.1 and 16.2 Updated duration of the agreement

ARTICLE 17: SENIORITY DETERMINATION

- Done- No changes

ARTICLE 18: EARLY RETIREMENT OPTIONS

- Done
 - Increased the substitute rate of pay for retired teachers

ARTICLE 19: DISTRICT BUDGET REVIEW

- Done- No changes

ARTICLE 20: PARR AND BTSA PROGRAMS

- Done
 - Replace Beginning Teachers Support and Assessment (BTSA) with "Induction" as it is now called and replacing Peer Assistance and Review (PAR) program that is no longer a state funded program with a more general teacher support plan.

October 29, 2025

Time: _____

PROPOSAL
from the
SIERRA-PLUMAS TEACHERS ASSOCIATION
to the
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expires on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals and other matters, including but not limited to reviewing all prior side letters of agreement (SLAs), memorandums of understanding (MOUs), and updating the collective bargaining agreement (CBA).

SPTA makes the following counter-proposal regarding Article I:

Parties to the Agreement

1.1 The Articles and provisions contained herein constitute a bilateral and binding agreement ("Agreement") by and between the Sierra County Office of Education ("SCO"), the Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers' Association, an affiliate of the California Teachers' Association and the National Education Association ("Association"), an employee organization.

1.2 According to "Act"

This agreement is entered into pursuant to Chapter 10.7, Sections 3540-3549 of the Government Code ("Act") of the State of California.

1.3 Term of Agreement

This Agreement shall remain in full force and effect from July 1, 2022⁵, until June 30, 2025⁸.

FOR THE SIERRA-PLUMAS ^{Joint}
UNIFIED TEACHERS ASSOCIATION

By: Sean Snider

Date: 10/29/25

FOR THE SIERRA-PLUMAS ^{Joint Unified}
SCHOOL DISTRICT

By: [Signature]

Date: 11/7/25

FOR THE SIERRA-~~PLUMAS~~
COUNTY OFFICE OF EDUCATION

By: [Signature]

Date: 10/29/25

October 29, 2025

Time: _____

PROPOSAL
from the
SIERRA-PLUMAS TEACHERS ASSOCIATION
to the
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expires on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals and other matters, including, but not limited to, reviewing all prior side letters of agreement (SLAs), memoranda of understanding (MOUs), and updating the collective bargaining agreement (CBA).

SPTA makes the following counter-proposal regarding Article II:

2.1 Confirmation of Recognition

The SCOE and the District confirm their recognition of the Sierra-Plumas Teachers' Association, hereinafter referred to as the "Association," as the Exclusive Bargaining Agent for the purpose of meeting and negotiating under the provisions of Chapter 10.7, Sections 3540-3549 of the Government Code.

2.2 Make-up of the Association

The Association represents the following:

Certificated classroom teacher;
Temporary teachers;
Teachers on Special Assignment (TOSAs);
Virtual/Online Teachers & Coordinators;
Speech therapists;
School nurses;
School counselors;

School psychologist.

The following are not included in the Association:

Central office administrators;

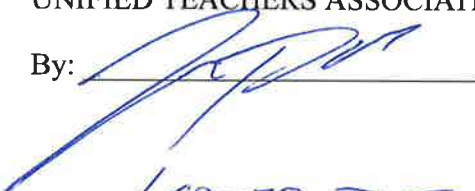
School Principals;

Substitutes for classroom teachers.

2.3 Definition of Unit Member

Unless otherwise indicated, the term "Unit Member," when used hereinafter in this Agreement, shall refer to all professional employees represented by the Association in the negotiating Unit.

FOR THE SIERRA-PLUMAS *Joint*
UNIFIED TEACHERS ASSOCIATION

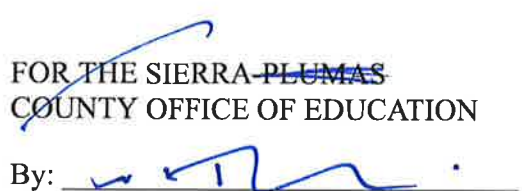
By: 

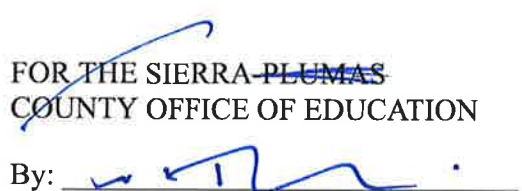
Date: 10-29-25

FOR THE SIERRA-PLUMAS *Joint Unified*
SCHOOL DISTRICT

By: 

Date: 10/29/25


FOR THE SIERRA-PLUMAS
COUNTY OFFICE OF EDUCATION

By: 

Date: 11/7/25

TENTATIVE AGREEMENT

between

SIERRA-PLUMAS TEACHERS ASSOCIATION

to the

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expires on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals and other matters, including, but not limited to, reviewing all prior side letters of agreement (SLAs), memoranda of understanding (MOUs), and updating the collective bargaining agreement (CBA).

Article 3 – Days & Hours of Employment

3.3 Beginning of Work Day

Teachers should be present at their school thirty (30) minutes before the commencement of classes, and shall be at their respective assignment area for admission of pupils not less than fifteen (15) minutes before the commencement of classes.

3.4 End of Work Day

Unit Members shall remain at school at least fifteen (15) minutes after dismissal of the last regularly scheduled class in the school in which he/she is assigned. It is understood that Unit Members will need to use their professional discretion to be available for supervision of students, conferences with pupils, parents, administrators, or student groups long enough to ensure a professional and adequate performance in the discharge of their duties. ~~On District led early release days (based on a schedule mutually agreed to by the District and Association), Unit Members shall remain on a school site until 3:15 p.m.~~

~~On early release days or~~ On days with modified schedules designated for professional development, when students are dismissed prior to the regular end of the instructional day, Unit Members shall remain on site and engaged in assigned or professional duties until the typical end time of their regular non-modified workday.

3.12 Staff Development Opportunities

Unit members may be allowed to participate in up to *five (5)* Staff Development Activities in a school year (July 1-June 30), designed by teachers for teachers and approved by the Administration and Board of Education. Each Staff Development Activity will be at least six (6) hours in length. For this Activity, the teacher will be compensated at the rate of ~~Two~~ **Three**-hundred (\$300.00) per documented Staff Development Activity.

FOR THE SIERRA-PLUMAS *Joint*
UNIFIED TEACHERS ASSOCIATION

By: *Moula Baker*

Date: *05-06-26*

FOR THE SIERRA-PLUMAS *Joint Unified*
SCHOOL DISTRICT

By: *Sean Linder*

Date: *5/06/26*

FOR THE SIERRA-~~PLUMAS~~
COUNTY OFFICE OF EDUCATION

By: *Sean Linder*

Date: *5/06/26*

TENTATIVE AGREEMENT
between the
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and the
SIERRA-PLUMAS TEACHERS ASSOCIATION
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District (“District”) and the Sierra-Plumas Teachers Association (“SPTA” or “Association”) are parties to a collective bargaining agreement (“CBA”) which expired on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals.

Article 4 – Class Size

4.1 Classroom Housing K-6 Enrollment Levels

Employer will align certificated staffing with California Small School Allowance for Necessary Small Elementary formula based on Enrollment with a minimum 96% ADA, (i.e. 1 teacher=1-25; 2 teachers=26-50) as defined by the California Department of Education. Annual enrollment/ADA data will be determined by utilizing the P-2 calculation for the current Fiscal Year. (Article 4, Section 4.3, Adopted October 9, 2012)

4.2 Class size shall not normally exceed the following maximums except in experimental classes where the Association and District have agreed in writing to exceed these maximums through a Memorandum of Understanding (MOU).

4.3 The figures below are desired class size maximum and may be exceeded when deemed necessary as determined by the District after consultation with the Association president and/or their designee. If class sizes exceed the desired maximums, bargaining unit members assigned to such classes will be compensated according to the schedule below:

DESIRED CLASS SIZE MAXIMUMS (Based on ADA average ~~as defined in 4.4 A and B. by school site @ P-2~~)

Transitional Kindergarten 20*
Kindergarten through Third 24
Fourth through Eighth 29
Ninth through Twelfth 32
PE TK/K 40
P.E. (grades 7-12) 44
Independent Study 28
Special Education (RSP) 28
Special Education (SDC) 18

*The District will maintain a maximum ~~4:12~~ 1:10 ratio as defined by CDE for all Transitional Kindergarten classes and 1:12 SDC classes for the instructional day.

4.4 Compensation for Class Size Overages

- A. Bargaining unit members assigned to a class ~~roster~~ with an average ADA ~~at P2~~ over the “Desired Class Size Maximums” listed above in ~~a self-contained classroom grades TK/K through 6~~, shall receive an additional ~~annual~~ stipend of ~~\$600.00~~ \$300 per ~~student~~ ADA over the maximum class size per ~~Fiscal Year at P2 trimester~~. (example: if an elementary teacher has an overage of 2 ADA for the entire year, they would receive \$1,800 in additional compensation for the year. \$300X2X3 = \$1,800).
- B. Bargaining unit members assigned to a class ~~roster for a class period~~ with an average ADA ~~at P2~~ over the “Desired Class Size Maximums” listed above in ~~grades 7 through 12 middle and high school for~~

longer than 10 instructional days in a quarter, shall receive an additional ~~annual~~ stipend of \$400.00 \$52.50 per student ADA over the maximum class size per quarter Fiscal Year at P2. (example: if a middle or high school teacher has an overage of 2 ADA for the entire year, they would receive \$420 in additional compensation for the year. $52.50 \times 2 \times 4 = \420).

4.5 Every effort shall be made to ensure that class sizes at each grade level are balanced according to the demands of the individual needs of the students.

4.6 When new students are added to existing classes, they shall be placed in classes to maintain fair and equitable balance.

4.7 No compartmentalized teacher (excluding music or PE) shall instruct more than 185 pupils in an instructional day.

4.8 The Association and the District agree that the maximums above may be exceeded when overcrowding occurs but that the parties will meet and confer a long-term solution to reduce class sizes back towards the desired class size maximums.

4.9 In the event such overcrowding occurs, extra textbooks and other essential supplies, to meet the student needs, will be provided by the District prior to the start of instruction or as soon as available from the publisher.

4.10 The Parties agreed to this Class Size language as a Locally Negotiated Alternative Class Size for Grade Span Adjustment (GSA) funding.

4.11 **Status Quo** Unit members shall be paid ten dollars (\$10.00) per day for students on short-term independent study contracts.

4.12 Unit members teaching an elementary grade-level combination class shall be paid an annual stipend as follows (excluding elective & PE):

Combination Class	Class w/Aide	Class w/o Aide
2 Grades	\$1,500	\$2,000
3 or more Grades	\$2,000	\$2,250

These updates fully and finally resolve all bargaining on Article 4 – Class Size for the 2025-2026 school year.

FOR THE SIERRA-PLUMAS
TEACHERS ASSOCIATION

By: Moraine Pratt

Date: 05-06-26

FOR THE SIERRA-PLUMAS JOINT UNIFIED
SCHOOL DISTRICT

By: Sean Linder

Date: 5/06/26

FOR THE SIERRA COUNTY
OFFICE OF EDUCATION

By: 5/06/26

Date: Sean Linder

2.2.26

Time: _____

MEMORANDUM OF UNDERSTANDING
BETWEEN
SIERRA PLUMAS JOINT UNIFIED SCHOOL DISTRICT
AND
SIERRA PLUMAS TEACHERS ASSOCIATION
**REGARDING LONG-TERM INDEPENDENT STUDY FOR SPECIAL
CIRCUMSTANCES**

February 2, 2026

The Sierra Plumas Joint Unified School District along with Sierra County Office of Education and the Sierra Plumas Teacher's Association ("Association"), jointly known as the Parties ("Parties") enter into this Memorandum of Understanding ("MOU") regarding the issues related to special long-term independent study agreements in extenuating circumstances, for high school students in the SPJUSD long-term Independent Study program, who need to take an in-person class at the high school, required for graduation, that the District Independent Study program does not offer.

As of the date of this MOU, the Parties recognize that unit members at Loyalton High School are already providing these special long-term study agreements to ensure that students can meet the graduation requirements, with the understanding that the Parties would negotiate an Agreement to compensate them for their extra work.

The provisions of this MOU shall supersede any provisions of the Collective Bargaining Agreement (CBA). The Parties affirm the obligation to comply with all provisions of the CBA not in conflict with this MOU. Further, the Parties affirm that all provisions of the Educational Employment Relations Act ("EERA"), *California Government Codes 3540 et seq.* apply and remain in effect.

The Parties agree to the following language to supplement the existing language in Article 4.11

Existing Language:

4.11 Unit members shall be paid ten dollars (\$10.00) per day for students on short-term independent study contracts.

New Language to be added:

4.11.1 Unit members at any of the high schools, who agree to add a student(s) from the high school Long-Term Independent Study Program to their class roster and prepare a long-term independent study agreement, shall be paid a stipend of nine hundred dollars (\$900) per student, per semester.

This MOU shall remain in effect until the end of the 2025-26 school year, and expire on June 30, 2026 unless the Parties mutually agree to extend for another year.

FOR THE SIERRA-PLUMAS
UNIFIED TEACHERS ASSOCIATION

By: Meredith Frabe

Date: 2/11/26

FOR THE SIERRA-PLUMAS
SCHOOL DISTRICT

By: Sean Snider

Date: 2/11/26

FOR THE SIERRA-PLUMAS
COUNTY OFFICE OF EDUCATION

By: [Signature]

Date: 2/13/2026

TENTATIVE AGREEMENT
between the
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and the
SIERRA-PLUMAS TEACHERS ASSOCIATION
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expired on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals.

ARTICLE 6- SAFETY CONDITIONS OF EMPLOYMENT

6.1 Reporting Potentially Hazardous Conditions

Unit Members shall call to the attention of their immediate supervisor any conditions which would create or cause to be a hazard to the safety of employees. The Supervisor shall investigate and take corrective action regarding such conditions or deficiencies noted by Unit Members.

6.2 Investigation Report

A. A report of this investigation shall be provided to the unit member who provided notice to administration and shall be on file in the building within five (5) days of notification.

Emergencies shall require immediate action. A "day" is any day in which the appropriate administrative office is open for business.

B. The report shall include a summary of the findings and proposed remedy to rectify the safety hazard along with a timeline for completion if warranted. If the unit member is not satisfied with the proposed response; upon request by the unit member a meeting shall be held with the Superintendent and Association President to discuss the matter.

6.3 Reporting Assault Suffered by any Employee

Unit Members shall immediately report cases of assault suffered by them in connection with their employment to their Principal (or immediate supervisor), and the appropriate superintendent's office. The Principal (or immediate supervisor) shall support the unit member with reporting the incident to the nearest law enforcement agency with proper jurisdiction.

Such notification shall be immediately forwarded in writing to the appropriate Superintendent. The Superintendent shall comply with any reasonable request from the Unit Member for information in the possession of the Superintendent relating to the incident or the person(s)

involved, and shall act in appropriate ways as liaison between the Unit Member, the proper law enforcement agency, and the courts.

6.4 If a county, state and or federal government agency declare a state of emergency and or pandemic, the Parties shall meet within five (5) days to bargain the impacts and effects of such declaration.

6.5 Wildfires/Smoke Guidelines

On days where there is evidence of smoke, the employer must communicate clearly with staff the current Air Quality Index (AQI) readings and must communicate available measures they can take to protect themselves. At an AQI of 151 or higher, students and staff must remain indoors. At an AQI at or above 500, discussions regarding school closure until levels go below AQI of 500 shall be determined.

6.6 Use of Personal Devices for Communication

The Employer shall provide a district-approved electronic communication platform for official communications. Access to the platform shall be available on district-provided equipment or, at the unit member's discretion, through installation on a personal device. Use of personal devices by unit members for official school communications shall be strictly voluntary.

These updates fully and finally resolve all bargaining on Article 6 – Safety Conditions of Employment for the 2025-2026 school year.

FOR THE SIERRA-PLUMAS
TEACHERS ASSOCIATION

By: Marcia Baker

Date: 05-06-26

FOR THE SIERRA-PLUMAS JOINT UNIFIED
SCHOOL DISTRICT

By: Sean Linder

Date: 5/06/26

FOR THE SIERRA COUNTY
OFFICE OF EDUCATION

By: Sean Linder

Date: 5/06/26

TENTATIVE AGREEMENT
between the
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and the
SIERRA-PLUMAS TEACHERS ASSOCIATION
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expired on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals.

Article 8 – Evaluation of Unit Members

Article 8, Exhibit 9 (Added evaluation forms specific to Specialized Service Providers).

These updates fully and finally resolve all bargaining on Article 8 – Evaluation of Unit Members for the 2025-2026 school year.

FOR THE SIERRA-PLUMAS
TEACHERS ASSOCIATION

By: Marcia Park

Date: 05-06-26

FOR THE SIERRA-PLUMAS JOINT UNIFIED
SCHOOL DISTRICT

By: Sean Snider

Date: 5/06/26

FOR THE SIERRA COUNTY
OFFICE OF EDUCATION

By: Sean Snider

Date: 5/06/26

Specialized Service Provider Evaluation Forms

EVALUATION AGREEMENT FOR _____ SCHOOL YEAR

Name: _____ Position: _____

Credentials held: _____

NCLB Compliant: [] Yes [] No Assignment: _____

Classes taught: _____ School (location): _____

Part of the Evaluation of Certificated Employees is the development of performance objectives and the measurement of the degree to which these objectives are met. California Education Code 44662 requires that:

- (A) The governing board shall establish standards of expected pupil achievement at each grade level in each area of study.
- (B) The governing board shall evaluate and assess certificated employee competency as it reasonably relates to:
 - (1) The progress of pupils toward the standards established pursuant to subdivision (A).
 - (2) The instructional techniques and strategies used by the employee.
 - (3) The employee's adherence to curricular objectives.
 - (4) The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

In addition to the above areas, Sierra County Superintendent of Schools and/or district superintendent requires that:

- (A) Employees will perform duties as described in specific Job descriptions. ~~(Related to CSTP Standards 1-6)~~
- (B) At least one objective be written for professional growth/development.
- (C) A minimum of one additional objective must be included. (Must draw upon elements of A, and/or B above.)

PERFORMANCE OBJECTIVES for the School Year _____

- (A) Employees will perform duties as described in specific job descriptions.
- (B) Employees will strive to meet the SCOE/SPJUSD General Employee Expectations (Exhibit 1).
- (C) Professional growth/development objective (to be developed by employee):

- (D) Additional objective/s (to be developed by employee and must draw upon elements of A, and/or B above.):

The Evaluator and the Evaluatee will agree upon these performance objectives and so indicate by signing and dating this document.

WE, THE UNDERSIGNED, have agreed upon the appropriateness of the performance objectives listed above for the position of:

Evaluatee: _____ Date: _____

Evaluator: _____ Date: _____

**SPECIALIZED SERVICE PROVIDER
PRE-OBSERVATION CONFERENCE FORM**

Teacher: _____ School: _____ Grade/Subject: ____/____

Date: _____

Please answer these questions and bring the completed form to your pre-observation conference.

PRE-CONFERENCE QUESTIONS:

What will you be teaching in this lesson?

What do you expect your students to learn by the end of this lesson?

What activities will you and your students be doing?

How will you know if your lesson is successful?

The evaluation is based on five overarching performance standards for effective teaching: (1) plan; (2) teach-environment; (3) teach-instruction; (4) learn; and (5) increase effectiveness) as detailed on pages 3-7 of the evaluation forms. Using these performance standards, the corresponding rubric starting on page 11 provides detailed descriptions of each.

The descriptions are scaled across the following categories:

Distinguished: Specialized Service Provider consistently met and significantly exceeded performance standards. To be considered a distinguished, the school leader must meet all of the descriptions under the proficient category and those in the distinguished category.

Proficient: Specialized Service Provider consistently met performance standards.

Developing: While the Specialized Service Provider did not meet all of the performance standards and/or inconsistently met those standards, he/she demonstrated adequate growth toward meeting those standards during the period of performance.

Ineffective: Specialized Service Provider did not meet performance standards and did not demonstrate growth towards meeting those standards.

Not observed: Evaluator did not observe this performance standard during the course of the observation.

Is there a particular performance area you would like to focus this observation on: (1) plan; (2) teach-environment; (3) teach-instruction; (4) learn; and (5) increase effectiveness)?

Comments:

Evaluator: _____ Specialized Service Provider: _____ Date: _____

PLAN

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
PLAN #1: Plans actions that demonstrate knowledge of assessments, meetings, and compliance of Special Education content, procedures, and laws.	☐	☐	☐	☐	☐
PLAN #2: Uses and interprets a variety of assessments to evaluate and plan for the needs of students that are based on IDEA guidelines.	☐	☐	☐	☐	☐
PLAN #3: Plans and develops lessons that are based on the IEP or 504 plan for the educational benefit of each student.	☐	☐	☐	☐	☐
PLAN #4: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate long and short term instructional plans to meet the learning needs of all students.	☐	☐	☐	☐	☐
Overall Rating:	☐	☐	☐	☐	☐

Comments:**Recommended actions for continuous improvement:**

ENVIRONMENT

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning. (2.1, 2.2, 2.3)	☐	☐	☐	☐	☐
ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.	☐	☐	☐	☐	☐
ENVIRONMENT #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met. (2.5)	☐				
Overall Rating:					

Comments:**Recommended actions for continuous improvement:**

INSTRUCTION

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
INSTRUCTION #1: Implements well-organized, goal-driven sessions.					
INSTRUCTION #2: Maximizes instructional time, while appropriately pacing instruction. (1.6, 2.7)					
INSTRUCTION #3: Explains information clearly and connects it to meaningful, real-life contexts that align to student's prior knowledge, life experiences and interests (1.1, 1.2, 1.3, 3.1, 4.1)	☐	☐	☐	☐	☐
INSTRUCTION #4: Presents findings to parents, staff, and others clearly and professionally.	☐	☐	☐	☐	☐
INSTRUCTION #5: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources. (3.2, 4.5)	☐	☐	☐	☐	☐
INSTRUCTION #6: Checks for individual understanding through assessments and other means, and differentiates and modifies instruction accordingly, providing intervention as needed. (1.1, 1.6, 3.2, 5.2, 5.4)	☐	☐	☐	☐	☐
INSTRUCTION #7: Models personal and professional ethics, integrity, and fairness (6.7).	☐	☐	☐	☐	☐
INSTRUCTION #8: This section is intentionally reserved for potential future revision or addition.	☐	☐	☐	☐	☐
Overall Rating:					

Comments:**Recommended actions for continuous improvement:**

LEARN

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
LEARN #1: Students and subgroups demonstrate progress toward goals based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3)	☐	☐	☐	☐	☐
LEARN #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies. (5.2, 5.3, 5.4, 5.6)	☐	☐	☐	☐	☐
LEARN #3: Recognizes and reinforces student progress and achievement.	☐	☐	☐	☐	☐
Overall Rating:					

Comments:**Recommended actions for continuous improvement:**

INCREASE EFFECTIVENESS

	<i>Distinguished</i>	<i>Proficient</i>	<i>Developing</i>	<i>Ineffective</i>	<i>Not Observed</i>
Practices					
INCREASE EFFECTIVENESS #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation and assessments. (6.3)	☐	☐	☐	☐	☐
INCREASE EFFECTIVENESS #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development. (6.2)	☐	☐	☐	☐	☐
INCREASE EFFECTIVENESS #3: Reflects on and refines teaching practice to support growth in student learning. (6.1, 6.6)	☐	☐	☐	☐	☐
INCREASE EFFECTIVENESS #4: Engages parents, other volunteers and paraprofessionals in the student learning process. (6.4, 6.5)	☐	☐	☐	☐	☐
Overall Rating:	☐	☐	☐	☐	☐

Comments:**Recommended actions for continuous improvement:**

**SPECIALIZED SERVICE PROVIDER
POST-OBSERVATION CONFERENCE FORM**
(To be completed by Specialized Service Provider prior to post-observation conference)

Teacher: _____ School: _____ Grade/Subject: ____/____
Date: _____

Please answer these questions and bring the completed form to your post-observation conference.

POST-OBSERVATION QUESTIONS:

How do you think the lesson went? Did the lesson go as you had planned? Would you like to see the data I gathered? How does this data match your expectations or surprise you?

1. What worked?

2. Lesson Focus – Challenges – Concerns:

3. Next steps...

Evaluator: _____ Specialized Service Provider: _____ Date: _____

**SPECIALIZED SERVICE PROVIDER OBSERVATION
ADMINISTRATOR'S REPORT**

Teacher Observed:

Date of Observation:

Date of Conference:

Time of Observation: From: To:

Observations and Comments for continuous improvement:

Plan #1, 2, 3, 4

Environment #1, 2, 3

Instruction #1, 2, 3, 4, 5, 6, 7, 8

Learn #1, 2, 3

Increase Effectiveness #1, 2, 3, 4

Evaluatee's Signature: _____

Date: _____

Evaluator's Signature: _____

Date: _____

The signature upon this document does not necessarily mean agreement with all the statements, but only that they were seen and discussed.

Specialized Service Provider Summative Evaluation Form

	Distinguished	Proficient	Developing	Ineffective	Not Observed
PLAN #1: Plans actions that demonstrate knowledge of assessments, meetings, and compliance of Special Education content, procedures, and laws.	☐	☐	☐	☐	☐
PLAN #2: Uses and interprets a variety of assessments to evaluate and plan for the needs of students that are based on IDEA guidelines.	☐	☐	☐	☐	☐
PLAN #3: Plans and develops lessons that are based on the IEP or 504 plan for the educational benefit of each student.	☐	☐	☐	☐	☐
PLAN #4: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate long and short term instructional plans to meet the learning needs of all students.	☐	☐	☐	☐	☐
Overall Rating for this Specialized Service Provider on Planning	☐	☐	☐	☐	☐
ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning. (2.1, 2.2, 2.3)	☐	☐	☐	☐	☐
ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.	☐	☐	☐	☐	☐
ENVIRONMENT #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met. (2.5)	☐	☐	☐	☐	☐
Overall Rating for this Specialized Service Provider on Environment	☐	☐	☐	☐	☐
INSTRUCTION #1: Implements well-organized, goal-driven sessions.	☐	☐	☐	☐	☐
INSTRUCTION #2: Maximizes instructional time, while appropriately pacing instruction. (1.6, 2.7)	☐	☐	☐	☐	☐
INSTRUCTION #3: Explains information clearly and connects it to meaningful, real-life contexts that align to student's prior knowledge, life experiences and interests.	☐	☐	☐	☐	☐
INSTRUCTION #4: Presents findings to parents, staff, and others clearly and professionally.	☐	☐	☐	☐	☐
INSTRUCTION #5: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources.	☐	☐	☐	☐	☐
INSTRUCTION #6: Checks for individual understanding through assessments and other means, and differentiates and modifies instruction accordingly, providing intervention as needed. (1.1, 1.6, 3.2, 5.2, 5.4)	☐	☐	☐	☐	☐
INSTRUCTION #7: Models personal and professional ethics, integrity, social justice and fairness. (6.7)	☐	☐	☐	☐	☐
INSTRUCTION #8: This section is intentionally reserved for potential future revision or addition.	☐	☐	☐	☐	☐
Overall Rating for this Specialized Service Provider on Instruction	☐	☐	☐	☐	☐
LEARN #1: Students and subgroups demonstrate progress toward goals based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3)	☐	☐	☐	☐	☐
LEARN #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies. (5.2, 5.3, 5.4, 5.6)	☐	☐	☐	☐	☐
LEARN #3: Recognizes and reinforces student progress and achievement.	☐	☐	☐	☐	☐
Overall Rating for this Specialized Service Provider on Learning:	☐	☐	☐	☐	☐
INCREASE EFFECTIVENESS #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observation. and assessments. (6.3)	☐	☐	☐	☐	☐
INCREASE EFFECTIVENESS #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development. (6.2).	☐	☐	☐	☐	☐
INCREASE EFFECTIVENESS #3: Reflects on and refines teaching practice to support growth in student learning. (6.1, 6.6)	☐	☐	☐	☐	☐
INCREASE EFFECTIVENESS #4: Engages parents, other volunteers and paraprofessionals in the student learning process. (6.4, 6.5)	☐	☐	☐	☐	☐
Overall Rating for this Specialized Service Provider on Increasing Effectiveness:	☐	☐	☐	☐	☐

Rubric for Specialized Service Providers

Note: To be considered Distinguished, a Specialized Service Provider must meet all of the descriptions under the Proficient category and those in the Distinguished category.

Distinguished	Proficient	Developing	Ineffective
PLAN #1: Plans actions that demonstrate knowledge of assessments, meetings, and compliance of Special Education content, procedures, and laws.			
• Demonstrates comprehensive knowledge of IDEA, state regulations, district procedures, and compliance timelines and ensures full adherence. • Anticipates compliance requirements and proactively coordinates assessments, meetings, and documentation to prevent procedural errors. • Provides leadership and guidance to colleagues regarding special education procedures and legal requirements. • Ensures IEP or 504 plan documents are legally sound, individualized, and clearly aligned to student needs and data.	• Demonstrates solid knowledge of IDEA, state regulations, and district procedures. • Schedules and conducts assessments and IEP or 504 plan meetings within required timelines. • Ensures IEP or 504 plan documentation is accurate, compliant, and aligned to student needs. • Follows district protocols for reporting, documentation, and procedural safeguards.	• Demonstrates basic understanding of special education laws and procedures but inconsistently applies them. • Requires reminders or support to meet timelines or complete documentation accurately. • IEP or 504 plan and compliance documentation may lack clarity or full alignment to assessment data.	• Demonstrates limited knowledge of special education laws, procedures, and timelines. • Frequently misses compliance deadlines or submits incomplete/inaccurate documentation. • IEPs or 504s do not reflect legal requirements or alignment to assessment data.
PLAN #2: Uses and interprets a variety of assessments to evaluate and plan for the needs of students that are based on IDEA guidelines.			
• Uses multiple formal and informal assessments to develop a comprehensive understanding of student strengths and needs. • Skillfully interprets assessment data to develop highly individualized goals, services, and accommodations. • Collaborates with related service providers and general education staff to integrate assessment findings across settings. • Regularly monitors progress and adjusts instruction and services based on ongoing data analysis.	• Uses appropriate formal and informal assessments aligned to IDEA requirements. • Accurately interprets assessment results to inform IEP or 504 plan goals, services, and instructional planning. • Monitors student progress and adjusts instruction as needed. • Ensures assessments are administered and reported in accordance with legal and ethical standards.	• Uses limited assessment tools or inconsistently interprets results. • IEP or 504 plan goals or services are partially aligned to assessment data. • Progress monitoring is inconsistent or lacks clear connection to instructional adjustments.	• Rarely uses appropriate assessment tools or misinterprets results. • IEP or 504 plan goals and services are not aligned to assessment data. • Fails to monitor student progress or adjust instruction based on data.

Distinguished	Proficient	Developing	Ineffective
PLAN #3: Plans and develops lessons that are based on the IEP or 504 plan for the educational benefit of each student.			
• Designs highly individualized instructional plans that are directly aligned to IEP or 504 plan goals and measurable outcomes. • Integrates accommodations, modifications, and related services seamlessly into instruction. • Anticipates barriers to learning and proactively adjusts instruction to ensure access and progress. • Collaborates extensively with general education and related service staff to maximize student inclusion and success.	• Develops instructional plans aligned to students' IEP or 504 plan goals. • Implements required accommodations, modifications, and services. • Provides instruction designed to support measurable progress toward IEP or 504 plan goals. • Coordinates with staff to support student access to the general education curriculum.	• Instruction is partially aligned to IEP or 504 plan goals. • Inconsistent implementation of accommodations or modifications. • Limited evidence that instruction is intentionally designed to promote measurable IEP or 504 plan progress.	• Instruction is not aligned to IEP or 504 plan goals. • Required accommodations or services are not implemented. • Students do not receive instruction designed to support IEP or 504 plan progress.
PLAN #4: Utilizes appropriate assessments and reports for each student and develops and sequences appropriate long and short term instructional plans to meet the learning needs of all students.			
• Develops cohesive long-term plans that align IEP or 504 plan goals, standards-based instruction, transition planning (when applicable), and progress monitoring. • Sequences instruction strategically to build mastery of skills over time. • Uses comprehensive data systems to track progress and inform instructional refinements. • Demonstrates leadership in aligning services across settings to ensure continuity and coherence.	• Develops long- and short-term instructional plans aligned to IEP or 504 plan goals and assessed needs. • Sequences instruction logically to promote skill development. • Uses assessment data and progress monitoring reports to adjust instruction. • Maintains accurate and timely reporting of student progress.	• Long- and short-term plans are present but lack clear sequencing or alignment to student needs. • Limited use of progress monitoring data to inform instructional decisions. • Reporting may be incomplete or inconsistently updated.	• Does not develop meaningful long- or short-term instructional plans. • Fails to use assessment data to guide planning. • Progress reporting is missing, inaccurate, or significantly delayed.

Distinguished	Proficient	Developing	Ineffective
TEACH-ENVIRONMENT #1: Creates a safe, organized and rigorous learning environment that promotes respect, productive teacher and student interactions, and a culture for learning. (2.1, 2.2, 2.3)			
- Establishes and consistently maintains clear routines and procedures that maximize instructional time and student independence. - Students independently follow routines and self-correct when expectations are not met. - The environment is physically and emotionally safe, structured, and conducive to learning. - Teacher-student and student-student interactions are consistently respectful and productive. - Students actively engage in appropriately rigorous tasks and willingly take academic risks.	- Establishes clear routines and procedures that support organization and efficient use of instructional time. - Maintains a safe and respectful learning environment. - Teacher-student interactions are positive and supportive. - Students are engaged in appropriately challenging work and have opportunities to take academic risks.	- Routines and procedures are present but inconsistently implemented. - The learning environment is generally safe but may lack structure or consistency. - Interactions are usually respectful, though inconsistencies may occur. - Rigor and academic risk-taking opportunities are limited or uneven.	- Routines and procedures are unclear or inconsistently enforced, resulting in loss of instructional time. - The environment lacks organization or structure necessary to support learning. - Interactions are frequently unproductive or disrespectful. - Students are not engaged in appropriately rigorous tasks and are discouraged from academic risk-taking.
TEACH-ENVIRONMENT #2: Maintains high learning expectations and appropriate levels of support for all students.			
- Consistently holds high expectations for all students and uses analysis of student work to adjust instruction, provide targeted support, and ensure all students are appropriately challenged. - Provides a variety of differentiated supports and challenges to promote higher level thinking and learning.	- Holds high expectations for all students while addressing achievement patterns from student work samples. - Provides differentiated supports and challenges to promote higher level thinking and learning.	- Attempts to hold high expectations for students while striving to address achievement patterns found in student work samples. - Provides some differentiation to support comprehensive student learning.	- Rarely or never attempts to address achievement patterns found in student work samples. - Rarely or never provides differentiated supports.
TEACH-ENVIRONMENT #3: Develops and implements an effective behavior management plan that includes standards for behavior and appropriate interventions when standards are not met. (2.5)			
Students demonstrate awareness of the management systems, and frequently monitor themselves when norms are not being followed.	- Employs effective behavior management systems. - Designs and consistently implements behavioral interventions.	- Attempts to implement behavior management systems. - Inconsistently uses behavior interventions.	Does not employ or implement effective behavior management systems or interventions.

Distinguished	Proficient	Developing	Ineffective
TEACH-INSTRUCTION #1: Implements well-organized, goal-driven sessions.			
- Each part of the lesson significantly moves students towards mastery of the objective and IEP or 504 plan goal/s. - Students can authentically explain what and why they are learning a particular objective and how it fits into the broader unit and course goals.	- The lesson is organized. - The lesson objective is specific, measurable and aligned to standards and IEP or 504 plan goals. - The lesson objective conveys to the student what they are learning and what they will be able to do by the end of the lesson.	- The lesson is somewhat organized. - The lesson objective may be missing one component or not aligned to IEP or 504 plan goals. - The lesson's objective is not clearly stated.	- The lesson is generally disorganized: - Different parts of the lesson have no connection to each other. - Students are confused about what to do. - Most parts of the lesson are not aligned to the objective. - Most parts of the lesson do not significantly move students towards mastery of the objective. - The lesson objective is missing more than one component and its importance is not clearly conveyed to the students.
TEACH-INSTRUCTION #2: Maximizes instructional time, while appropriately pacing instruction. (1.6, 2.7)			
- Students know their responsibilities and do not have to ask questions about what to do. - Transitions are orderly, efficient and systematic. - The lesson progresses at an appropriate pace such that students are never disengaged, and teachers have prepared follow-up work for students who finish early. - Students share responsibility for the operations and routines in the classroom.	- Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. - Transitions are orderly and consistent. - Students are rarely idle while waiting for the teacher. - The lesson progresses at an appropriate pace such that students are almost never disengaged or left with nothing to do.	- Routines and procedures run smoothly with some prompting from the teacher; students generally know their responsibilities. - Transitions are orderly and consistent. - Students are rarely idle while waiting for the teacher. - The lesson progresses at an appropriate pace such that students are almost never disengaged or left with nothing to do.	- There are no evident routines and procedures, so that the teacher directs every activity; students are unclear about what they should be doing and ask questions constantly or do not follow teacher directions. - Transitions are disorderly and inefficient. - Students may be idle for significant periods of time while waiting for teachers. - The lesson progresses at an inappropriate pace and students are frequently disengaged or left with nothing to do. - Inappropriate or off-task student behavior constantly interrupts or delays the lesson.

Distinguished	Proficient	Developing	Ineffective
TEACH-INSTRUCTION #3: Explains information clearly and connects it to meaningful, real-life contexts that align to student's prior knowledge, life experiences and interests (1.1, 1.2, 1.3, 3.1, 4.1)			
• Explanations are consistently clear, precise, and fully accessible to individual student learning levels. • Intentionally connects new skills to students' prior knowledge, life experiences, and interests to deepen understanding and retention. • Provides authentic, meaningful real-life applications that promote transfer of skills across settings. • Students independently articulate the purpose of the lesson and how the skill applies to their daily lives or academic success.	• Explanations are clear and developmentally appropriate. • Connects instruction to students' prior knowledge and relevant life experiences. • Provides meaningful examples that support understanding and application. • Students can explain how the skill applies to real-life situations with guidance.	• Explanations are generally understandable but may lack clarity or appropriate scaffolding. • Makes occasional connections to prior knowledge or real-life situations, though links may be superficial or inconsistently applied. • Students require prompting to understand the relevance of the skill.	• Explanations are unclear, overly complex, or not accessible to students' learning levels. • Does not connect instruction to students' prior knowledge or real-life contexts. • Provides abstract instruction without meaningful application. • Students are unable to articulate the purpose or relevance of the skill.
TEACH-INSTRUCTION #4: Presents findings to parents, staff, and others clearly and professionally.			
• Presents assessment results, progress data, and recommendations clearly, accurately, and free of unnecessary jargon. • Proactively ensures family understanding by checking for clarity, inviting questions, and adjusting explanations as needed. • Facilitates collaborative discussion that values family input and builds consensus. • Handles sensitive information with professionalism, empathy, and respect at all times.	• Clearly explains assessment findings, progress, and recommendations in understandable language. • Encourages questions and responds respectfully. • Maintains professionalism and sensitivity during meetings and written communication.	• Explains findings adequately but may rely on technical language or unclear explanations. • Provides limited opportunity for dialogue or clarification. • Professional tone is generally appropriate but may lack sensitivity in complex situations.	• Provides unclear, incomplete, or overly technical explanations of findings. • Fails to ensure family understanding. • Communication style creates confusion, discomfort, or conflict. • Does not maintain professionalism when discussing student data..

Distinguished	Proficient	Developing	Ineffective
TEACH-INSTRUCTION #5: Engages and motivates all students in rigorous work by addressing individual differences utilizing a variety of instructional strategies and resources.			
• Designs and delivers highly engaging instruction that challenges all students appropriately based on IEP or 504 plan goals and individual needs. • Instruction consistently incorporates multiple strategies and resources to differentiate learning for diverse abilities and communication needs. • Students actively pose and answer complex questions, reflect on their own learning, and transfer skills to real-life or academic contexts. • Adjusts instruction in real-time based on student responses to maintain engagement and maximize learning.	• Provides instruction that engages students and addresses individual needs through a variety of strategies. • Promotes critical thinking through questioning, problem-solving, and reflection. • Students frequently reflect on their own learning and participate in discussions or structured activities that develop higher-level understanding. • Differentiation is evident and supports student progress toward IEP or 504 plan goals.	• Attempts to engage students and incorporate individual differences, but strategies are inconsistently applied. • Provides some opportunities for critical thinking and reflection, but connections to higher-level understanding are limited. • Students occasionally reflect on learning or participate in problem-solving activities. • Differentiation is minimal or only partially aligned to student needs.	• Rarely engages students in meaningful, challenging work. • Instruction does not provide opportunities for critical thinking, problem-solving, or reflection. • Students are passive, disengaged, or unable to connect learning to IEP or 504 plan goals or real-life contexts. • Instruction lacks differentiation and does not address individual student needs.

TEACH-INSTRUCTION #6: Checks for individual understanding through assessments and other means, and differentiates and modifies instruction accordingly, providing intervention as needed.			
• Consistently and accurately checks for understanding of content through assessments and other means. • Adjusts instruction, explanation, or communication immediately based on student, staff, or parent responses. • Engages students and others in self-assessment and reflective dialogue to deepen understanding.	• Checks understanding regularly using a variety of strategies (questions, prompts, visual aids, demonstrations). • Adjusts instruction or explanations when confusion or gaps in understanding are observed. • Provides opportunities for students, staff, or parents to demonstrate comprehension. • Balances teacher-led explanations with interactive opportunities that promote accurate understanding.	• Checks understanding inconsistently; may rely on limited methods (e.g., yes/no questions). • Makes some adjustments based on observed understanding, but these may be delayed or incomplete. • Provides occasional opportunities for students, staff, or parents to demonstrate comprehension. • Instruction or communication may leave gaps in understanding for some participants.	• Rarely checks for understanding. • Does not adjust instruction, explanations, or communication when misunderstandings occur. • Students, staff, or parents demonstrate confusion or misinterpret information without corrective support. • Instruction or communication is largely one-directional and does not verify comprehension.

Distinguished	Proficient	Developing	Ineffective
TEACH-INSTRUCTION #7: Models personal and professional ethics, integrity, and fairness (6.7).			
- Consistently demonstrates ethical decision-making and integrity in all professional interactions. - Treats all students, families, and colleagues equitably and respectfully. - Models accountability, honesty, and transparency in all professional responsibilities. - Maintains professionalism in challenging situations, showing respect, empathy, and sound judgment. - Provides guidance or leadership to peers in upholding ethical and fair practices.	- Demonstrates consistent ethical behavior and integrity in interactions with students, families, and staff. - Treats all individuals fairly and follows established policies and professional standards. - Maintains professionalism and accountability in most situations. - Addresses concerns or conflicts appropriately and ethically.	- Demonstrates inconsistent application of professional ethics or integrity. - Fairness in decision-making or treatment of students and colleagues is variable. - Occasionally models professionalism but may require guidance or correction in ethically complex situations. - Limited evidence of consistent accountability or transparency.	- Fails to model professional ethics, integrity, or fairness. - Exhibits biased, unfair, or inappropriate treatment of students, families, or colleagues. - Does not maintain professional standards in interactions or decision-making. - Fails to respond appropriately to ethical or professional concerns.
Distinguished	Proficient	Developing	Ineffective
LEARN #1: Students and subgroups demonstrate progress toward goals based on multiple measures. The evaluation and assessment of certificated employees shall not include the use of publishers' norms established by standardized tests. (5.1, 5.3).			
- All students demonstrate growth and/or mastery based on multiple measures. - Provides students with multiple opportunities during the unit to demonstrate mastery. - Provides students with opportunities to demonstrate growth and mastery through alternative and/or creative means (i.e. performance standards).	- Almost all students demonstrate growth and/or mastery based on multiple measures. - Routinely uses formative/summative and formal/informal assessments to measure student mastery of content standards and set student learning goals.	- Majority of students demonstrate growth and/or mastery based on multiple measures. - Often uses assessments to measure student mastery of content and is beginning to set student learning goals.	- Few students demonstrate growth and/or mastery based on multiple measures. - Does not or rarely uses data from assessments to measure student mastery of content standards and does not set student learning goals.

Distinguished	Proficient	Developing	Ineffective
LEARN #2: Assesses, analyzes and communicates student learning and progress on achievement goals using available technologies. (5.2, 5.3, 5.4, 5.6)			
- Frequently uses technology to design and implement assessments, record and analyze results and communicate about student learning with administration, colleagues, families and students. - Facilitates students' leadership in seeking and using ongoing feedback to accelerate their learning. - Engages families in a variety of ongoing communications about individual student progress and ways to provide support and monitor growth.	- Consistently uses technology to design and implement assessments, record and analyze results and communicate about student learning with administration, colleagues, families and students. - Consistently provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. - Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	- Inconsistently uses technology for record keeping and communicating with parents regarding student progress. - Inconsistently provides students with clear feedback based on formative assessments. - Provides some opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues, and/or concerns.	- Excessively relies on a limited number of materials and resources to assess, analyze and communicate student learning. - Provides students with insufficient, unclear or infrequent feedback through assessed work and required summative assessments. - Infrequently notifies families of student proficiencies, challenges, and behavioral issues through school mandated procedures.
LEARN #3: Recognizes and reinforces student progress and achievement.			
Students demonstrate frequent positive engagement with their peers. For example, they show interest in other student's work and enthusiasm about their accomplishments.	- Always recognizes student progress and positively reinforces individual achievements. - Meaningfully reinforces constructive behavior and improvements.	- Sometimes recognizes student progress and occasionally positively reinforces individual achievements. - Sometimes reinforces constructive behavior and acknowledges improvements.	- May not recognize student progress and/or not positively reinforce individual achievements. - Rarely reinforces positive behavior or improvements. Or may do so for only a few students.

Distinguished	Proficient	Developing	Ineffective
INCREASE EFFECTIVENESS #1: Collaborates with colleagues to analyze, discuss and share strategies that will promote student learning based on data collected via classroom observations and assessments. (6.3)			
- Facilitates collaboration with colleagues(e.g. initiates and develops professional learning opportunities with the broader professional community focused on student achievement) - Works to ensure the broadest positive impact possible on instructional practices and student achievement at school and district levels and for the profession. - Fosters colleague's ability to identify and address underlying causes for achievement patterns and trends.	- Through formal and informal means the teacher consistently collaborates with colleagues to improve student achievement in an effective manner. - Uses data from multiple measures of student achievement and teacher practice to identify and address underlying causes for achievement patterns and trends.	- Sometimes collaborates with colleagues to improve student achievement in an effective manner - Collaboration time could be used in a more effective manner. - Collaboration rarely includes analysis of data.	Rarely or never collaborates with colleagues to improve student achievement in effective manner.
INCREASE EFFECTIVENESS #2: Establishes personal and professional goals and engages in continuous and purposeful professional growth and development (6.2).			
- Establishes and modifies a broad range of professional goals to improve instructional practice and impact student learning within and beyond the classroom. - Engages in and contributes to professional development targeted on student achievement. - Contributes to professional organizations/committees and participates in professional growth and development opportunities to extend own teaching practice.	- Establishes and modifies professional goals that are based on self-assessment and feedback from a variety of sources in order to improve professional practice. - Engages in ongoing inquiry into teacher practice for professional development. - Pursues a variety of opportunities to learn professionally	- Establishes goals that take into account self-assessment of teaching practice. - Expands knowledge and skills individually and with colleagues through available professional development	- Establishes limited or no goals and/or does so only through required processes and local protocols. - Does not actively participate in required professional development.

Distinguished	Proficient	Developing	Ineffective
INCREASE EFFECTIVENESS #3: Reflects on and refines practice to support growth in student learning (6.1, 6.6).			
• Maintains ongoing reflective practice and action research in supporting student learning and raising the level of academic achievement. • Engages in and fosters reflection among colleagues for school- wide impact on student achievement.	• Consistently and effectively reflects individually and with colleagues to refine teaching practice to positively impact the full range of learners. • Seeks, develops and refines new and creative methods to ensure individual student learning.	• Sometimes reflects individually and with colleagues to refine teaching practice to positively impact the full range of learners.	• Rarely reflects on teaching practice. • Rarely adjusts teaching practice in support of student learning.
INCREASE EFFECTIVENESS #4: Engages parents, other volunteers and paraprofessionals in the student learning process. (6.4, 6.5)			
• Provides a wide range of opportunities for parents, volunteers and/ or paraprofessionals to contribute to the classroom and school community. • Supports a school/district environment in which families take leadership to improve student learning.	• Provides opportunities and support for families to actively participate in the student learning process. • Effectively utilizes parents, volunteers and/or paraprofessionals in the student learning process.	• Inconsistently provides opportunities and support for families to participate in the student learning process. • Utilizes volunteers, parents/ paraprofessionals in the student learning process.	• Rarely or ineffectively engages parents, volunteers and/or paraprofessionals in the student learning process.

SPECIALIZED SERVICE PROVIDER PERFORMANCE IMPROVEMENT PLAN

Employee _____ School Year _____

Site _____ Position _____

1. Description of performance standards in which improvement is needed ((1) plan; (2) teach-environment; (3) teach-instruction; (4) learn; and (5) increase effectiveness) as detailed on pages 3-7 of the evaluation forms. (*This needs to be highly specific and detailed as possible*).

2. Recommended procedures, activities, and/or methods to be used by the employee to achieve acceptable performance and recommended timeline or benchmarks which the employee must meet in the implementation of the improvement plan.

3. Identification of administrative support that will be provided to assist the employee. (*Support assistance to be given must be related to the area in which improvement is being sought. Nature of assistance must be clearly specified*).

We have read this Performance Improvement Plan but the employee's signature does not necessarily signify agreement. The employee understands that any written statement he/she wishes to make regarding this report will be attached to all copies of it. The employee also acknowledged that a copy will be placed in his/her personnel file.

Evaluator _____

Date _____

Specialized Service Provider _____

Date _____

TENTATIVE AGREEMENT
between
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and the
SIERRA-PLUMAS TEACHERS ASSOCIATION
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expired on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals.

The District makes the following counter-proposal regarding Article 10:

Article 10 – Leaves of Absence

10.13 Catastrophic Leave Bank

A. — Establishment

~~The Association and the District/SCOE agree to establish the Sierra-Plumas Teachers' Association Catastrophic Leave Bank effective July 1, 2007.~~

B. — To qualify for Catastrophic Leave, the employee, who has exhausted all paid leave, must have suffered an illness or injury that is expected to incapacitate the employee for an extended period of time, and taking extended time off creates a financial hardship for employee.

~~Catastrophic Leave shall begin no sooner than the 11th work day of absence, and only after all other personal accumulated sick leave and other paid time off have been exhausted.~~

~~Participation in the Catastrophic Leave Bank is voluntary. Unit Members desiring participation must donate 15 sick leave hours by September 1, 2007. After September 1, 2007, new participants must make a donation of 15 sick leave hours and any other additional amount equivalent to other participants based upon that Unit Member's date of eligibility to join. New Unit Members participating may join during a two (2) week eligibility time during the first two weeks of the school year.~~

~~Unit members who do not join the Bank upon first becoming eligible must wait 90 days after joining the Bank before becoming eligible to receive a contribution from the Bank.~~

~~Unit Members in the Bank may require solicitation of additional hours/hours, dependent upon need, when the bank of days drops to or below 300 hours. Failure to make such donation shall result in automatic cancellation of the membership.~~

C. — Catastrophic Leave Bank Committee

~~A Catastrophic Leave Bank Committee shall be established consisting of three (3) certificated members with at least one member from Downieville (K-12), Loyalton Elementary (K-6), Loyalton High School (7-12).~~

~~It shall be the responsibility of the Committee to administer the Catastrophic leave Bank in accordance with this Agreement and application State law. The Duties of the Committee are to:~~

~~(a) — Receive leave requests~~

~~(b) — Verify the validity of requests~~

- ~~(c) — Approve or deny requests~~
- ~~(d) — Communicate its decision to effected employees and the Superintendent~~
- ~~(e) — Solicit donations of sick leave from eligible employees as needed~~
- ~~(f) — Communicate required information with the correct District Office personnel to ensure compliance with all laws.~~

~~The Committee shall keep all records confidential and shall not disclose the nature of any illness except as is necessary to process the request for leave.~~

~~D. — Application Procedure~~

~~The Unit Member desiring Catastrophic Leave shall submit a request in writing to the Catastrophic Leave Bank Committee stating the facts which support the need for Catastrophic Leave, including verification.~~

~~The Committee shall review the application and make its decision within a reasonable period of time.~~

~~If the Committee reasonably believes that the application may be eligible for disability retirement under STRS or Social Security, the Committee may request that the applicant apply for such benefits. If the applicant fails to submit a complete application for disability, including medical information provided by the applicant's physician within twenty (20) calendar days, he/she shall no longer be eligible for the Catastrophic Leave Bank. The applicants' acceptance of disability retirement is not required in order to be eligible for receiving hours from the Catastrophic Leave Bank.~~

~~If the Committee determines that the Unit Member is eligible for Catastrophic Leave, it shall designate the number of hours of eligibility. If donated hours of sick leave are available from the Leave Bank, they may be used by the Unit Member. If sufficient hours are not available, the Committee shall solicit donations of hours from eligible Unit Members in accordance with this agreement.~~

~~E. — Donations to the Catastrophic Leave Bank/Usage of Hours~~

~~Unit Members may donate up to eighty (80) hours of accrued, full time sick leave to the Catastrophic Leave Bank each school year.~~

~~Once made, a donation becomes irrevocable. All contributions shall be voluntary and no Unit Member shall be pressed to contribute to the Bank.~~

~~Unused hours remaining in the Catastrophic Leave Bank shall carry over from year to year.~~

~~Unit Members using hours granted to them from the Catastrophic Leave Bank shall not accrue any other leave provided for by this Agreement, or by law.~~

~~If the Catastrophic Leave Bank is terminated for any reason, any hours remaining in the Bank shall be returned to the then current participating Unit members in proportion to the number of hours donated.~~

~~The denial of a request for hours from the Catastrophic Leave Bank is not subject to review or appeal under any procedure.~~

10.13.1 Creation

The association and the district created the SPTA Catastrophic Sick Leave Bank ("Bank"). Individual members of the Association may not contribute earned or accumulated sick leave days to other members

outside the Bank.

10.13.1.1 Days in the bank shall accumulate from year to year, and the balance shall be verified by a member of the Catastrophic Leave Bank Committee with the Fiscal Analyst by October 31st of each year.

10.13.1.2 Days shall be contributed to the Bank and withdrawn from the Bank without regard to the daily rate of pay of Bank participants.

10.13.1.3 A Catastrophic Leave Bank Committee shall be established, consisting of three (3) unit members appointed by the SPTA President or their designee, to determine whether to approve or deny request to withdraw from the bank.

10.13.1.3.1 The committee may meet digitally to expedite the decision-making process (including via phone, conference call, email, etc.). The meeting notes and decision will be written, printed, and filed with the Association President. The committee must meet within 10 days of the request being submitted.

10.13.1.3.2 The committee will notify the member making the request by email, within three (3) days of a decision being made.

10.13.1.3.3 If the request is approved, the committee will notify the fiscal analyst of the individual's name, the number of hours approved, and will verify the total remaining hours in the Bank.

10.13.2 Eligibility and Contributions

10.13.2.1 All the unit members in their second year of employment with the district and beyond are eligible to contribute to the Bank (this includes unit members who have not joined the association). Unit members in their first year of employment may not participate.

10.13.2.2 Participation is voluntary. Unit members who do not contribute to the Bank may not withdraw from the Bank.

10.13.2.3 Unit members may choose to begin participating in the bank during an annual open enrollment period. The District committee shall provide all unit members with a form for this purpose annually.

10.13.2.4 Eligible unit members who elect to participate in the Bank shall have one day each year in August deducted from that unit member's sick leave.

10.13.2.5 Participation shall continue from year to year until a unit member decides to withdraw, in writing, during an open enrollment period. The annual open enrollment shall be from the first day that unit members begin work each year until October 10th.

10.13.2.6 Participants shall contribute one day of sick leave per year. Participants who have withdrawn days from the bank may contribute the same number of days withdrawn in Future years.

10.13.2.7 Participants may not direct contributions to a specific person.

10.13.2.8 The Association may submit a request to the committee to withdraw days on behalf of a participant.

10.13.3 Withdrawals from the Bank

- 10.13.3.1 Participants must have used all of their accrued sick leave to be eligible to withdraw from the Bank.
- 10.13.3.2 Withdrawals from the Bank shall be granted in units of no more than 10 days at a time, per catastrophic illness or injury. Additional blocks of time may be granted by the committee per policy based on years of Bank participation.
- 10.13.3.3 Participants applying to withdraw from the Bank will be required to provide a written statement from the treating physician or other licensed medical provider verifying the severity of the injury or illness and probable length of absence from work. The specific type of illness or injury does not need to be stated, only the severity and probable length of absence from work.
- 10.13.3.4 Days may not be withdrawn from the Bank to be used for an illness or injury that qualifies for the unit member for workers' compensation benefits.
- 10.13.3.5 If the Bank does not have sufficient days to fund a withdrawal request, the request shall be denied.

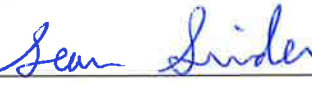
These updates fully and finally resolve all bargaining on Article 10 – Leaves of Absence for the 2025-2026 school year.

FOR THE SIERRA-PLUMAS
TEACHERS ASSOCIATION

By: 

Date: 05-06-26

FOR THE SIERRA-PLUMAS JOINT UNIFIED
SCHOOL DISTRICT

By: 

Date: 5/06/26

FOR THE SIERRA COUNTY
OFFICE OF EDUCATION

By: 

Date: 5/06/26

**SPTA Catastrophic Leave Bank
Enrollment / Withdrawal Form**
School Year: _____

Open Enrollment Period: First workday of the school year through October 10.

Employee Information

Name: _____

Work Site (check all that apply):

- ☐ Downieville School
- ☐ Loyalton Elementary School
- ☐ Loyalton Middle School
- ☐ Loyalton High School
- ☐ Sierra Pass Continuation School

☐ I am in my second year of employment or beyond.

Participation Election (Check One)

☐ ENROLL

I elect to participate in the SPTA Catastrophic Leave Bank.

I understand:

- One (1) day of sick leave will be deducted from my accrued sick leave each year in August.
- Participation is voluntary.
- I must exhaust all accrued sick leave before requesting catastrophic leave.
- Withdrawals are subject to committee approval and contract provisions.
- Participation continues from year to year unless I withdraw in writing during open enrollment.

Signature: _____ Date: _____

☐ WITHDRAW FROM Participation

I elect to withdraw from participation in the SPTA Catastrophic Leave Bank effective this school year.

I understand:

- I will not be eligible to withdraw from the Bank while not participating.
- Withdrawal must occur during the open enrollment period.

Signature: _____ Date: _____

For Catastrophic Leave Bank Committee Use Only

☐ Eligible (Second year or beyond)

Date Received: _____

Processed by: _____

TENTATIVE AGREEMENT
between the
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and the
SIERRA-PLUMAS TEACHERS ASSOCIATION
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District (“District”) and the Sierra-Plumas Teachers Association (“SPTA” or “Association”) are parties to a collective bargaining agreement (“CBA”) which expired on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals.

Article 12 – Salary

12.5 Special Assignment Salary Schedule
Stipends for Extra Duty Assignments

C. Posting

~~On or before May 1 of any year that the Board of Trustees approves to fill and authorize job description, the District/County shall post all the extra-duty and extended school year assignments for the succeeding year at each school site. The notices shall also be e-mailed to employees and posted on the district website. The posting shall be for 5 work days.~~

~~Applicants shall apply for any posted position by submitting a written application to the District/County superintendent within 10 working days from the date posted on the notice.~~

~~The District/County shall fill the positions prior to the end of the current school year if a certificated employee is qualified to perform the duties and an application is received within ten (10) days from the posted notice.~~

~~Should an extra-duty stipend or extended year position become available during the summer, the District/county shall mail the vacancy notice to the bargaining unit member’s home as long as the bargaining unit member has notified the District/County in writing that he/she wants to be notified of any vacancy.~~

~~Should a vacancy occur during the school year, the position shall be posted at each school site for 3 work days and e-mailed to each member. The District/County shall fill the position within 10 work days.~~

C. Posting Process for Non-Coaching Positions

On or before May 1 of any year that the Board of Trustees approves filling and authorizing extra-duty and extended school year positions, the District/County shall post all available non-coaching extra-duty and extended school year assignments for the following year at each school site, and also email them to all unit members. The posting shall be for no fewer than 5 work days.

All interested parties must submit a written notification or application to the District/County superintendent within 10 working days from the date posted on the notice. Unit Members shall have exclusive rights to apply for any posted position before other applicants are considered.

Posting Process for Coaching Positions

On or before May 1 of any year that the Board of Trustees approves filling and authorizing extra-duty coaching positions, the District/County shall post all available extra-duty coaching positions for the following year at each school site, in the local newspapers, and on the district’s social media account(s). The notices shall also be e-mailed to employees. The posting shall be for no fewer than 5 work days.

The District/County shall review all applications during the 10-day window. The hiring administrator (principal or athletic director) shall conduct interviews of all applicants, keeping in mind that California Education Code requires that unit members have first preference for the extra-duty coaching positions. Legitimate selection criteria such as qualifications, coaching experience, clearance, coaching certifications, background checks, etc. shall be used to determine if a unit member applicant is qualified to perform the duties.

Should an extra-duty stipend or extended year position become available during the school year or summer (coaching or non-coaching), the District/county shall follow the same posting process described above.

These updates fully and finally resolve all bargaining on Article 12 – Salary for the 2025-2026 school year.

FOR THE SIERRA-PLUMAS
TEACHERS ASSOCIATION

By: Mozambike Drake

Date: 05-06-26

FOR THE SIERRA-PLUMAS JOINT UNIFIED
SCHOOL DISTRICT

By: Sean Snider

Date: 5/06/26

FOR THE SIERRA COUNTY
OFFICE OF EDUCATION

By: Sean Snider

Date: 5/06/26

TENTATIVE AGREEMENT

Between the

SIERRA-PLUMAS TEACHERS ASSOCIATION

to the

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expires on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals and other matters, including, but not limited to, reviewing all prior side letters of agreement (SLAs), memoranda of understanding (MOUs), and updating the collective bargaining agreement (CBA).

13.1 Initial Proposal

Bargaining over a successor ~~and reopener~~ agreement shall begin no later than ~~October the spring~~ of the school year preceding the contract expiration. ~~Bargaining over contract reopeners shall begin no later than March of the school year preceding the school year in which the changes shall take effect.~~ The Parties agree to exchange and submit initial proposals for successor or reopener negotiations one (1) week prior to ~~the September or February~~ a spring board meetings so that the initial proposals may be presented for public consideration (Sunshine) and adoption by the District and SCOE at the board meeting in the month ~~preceding~~ preceding the start of negotiations. However, the Parties agree that missing these deadlines does not preclude either party from submitting proposals for Sunshine later, nor does it preclude the Association from its legal right to meet with the district to commence impact and effect bargaining over local, state, and or federal decisions that impact the terms and conditions of employment for unit members.

FOR THE SIERRA-PLUMAS
UNIFIED TEACHERS ASSOCIATION

By: Marcus [Signature]

FOR THE SIERRA-PLUMAS *Joint Unified*
SCHOOL DISTRICT

By: Sean [Signature]

Date: 05-06-26

Date: 5/06/26

FOR THE SIERRA-~~PLUMAS~~
COUNTY OFFICE OF EDUCATION

By: Sean Linder

Date: 5/06/26

Tentative Agreement
Between
SIERRA-PLUMAS TEACHERS ASSOCIATION
to the
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expires on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals and other matters, including, but not limited to, reviewing all prior side letters of agreement (SLAs), memoranda of understanding (MOUs), and updating the collective bargaining agreement (CBA).

ARTICLE 16
DURATION OF AGREEMENT

16.1 The parties agreed to a one-year extension of the previous contract which expired June 30, 20~~24~~²⁵, by rolling-over all existing language not specifically addressed in the Tentative Agreement signed on ~~June 10, 2024~~^{March 19, 2025} which closed all negotiations for Salary and Health Benefits for the ~~2024-25~~^{2024-25 and 2025-26} school year.

16.2 This Agreement represents the entire agreement between the District Board, SCOE, and the Association under provisions of the "Act" and shall be in full force and effect from July 1, 20~~22~~²⁵ and shall continue in full force and effect until June 30, 20~~25~~²⁸.

FOR THE SIERRA-PLUMAS
UNIFIED TEACHERS ASSOCIATION

By: Marcia Lake

FOR THE SIERRA-PLUMAS ^{Joint Unified}
SCHOOL DISTRICT

By: Sean Linder

Date: 05-06-20

Date: 5/06/26

FOR THE SIERRA-~~PLUMAS~~
COUNTY OFFICE OF EDUCATION

By: Sean Sinder

Date: 5/06/26

TENTATIVE AGREEMENT
between
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and the
SIERRA-PLUMAS TEACHERS ASSOCIATION
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expired on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals.

Article 18 – Early Retirement Options

18.2 Retired Teacher Substitute Rate

The District and the Association recognize the value and experience that retired teachers bring to the classroom when serving as substitute teachers and agree that they shall be compensated at a rate higher than the standard daily substitute rate of pay. In recognition of this value, any retired teacher who substitutes in a classroom position shall be compensated at a daily rate of two hundred fifty dollars (\$250) per day.

These updates fully and finally resolve all bargaining on Article 18 – Early Retirement Options for the 2025-2026 school year.

FOR THE SIERRA-PLUMAS
TEACHERS ASSOCIATION

By: Meredith Baker

Date: 05-06-26

FOR THE SIERRA-PLUMAS JOINT UNIFIED
SCHOOL DISTRICT

By: Sean Sinder

Date: 5/06/26

FOR THE SIERRA COUNTY
OFFICE OF EDUCATION

By: Sean Sinder

Date: 5/06/26

TENTATIVE AGREEMENT
between
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
and the
SIERRA-PLUMAS TEACHERS ASSOCIATION
(Successor Negotiations)

The Sierra-Plumas Joint Unified School District ("District") and the Sierra-Plumas Teachers Association ("SPTA" or "Association") are parties to a collective bargaining agreement ("CBA") which expired on June 30, 2025. The Association and District are actively engaged in successor negotiations to reach an agreement on all Sunshine initial proposals.

ARTICLE 20
PARR AND BTSA INDUCTION PROGRAMS

20.1 Establishment of Programs

- A. A Peer Assistance and Review Program ("PAR program") shall be established effective July 1, 2000, to provide services for any unit member referred as a result of an unsatisfactory annual or biennial evaluation or for any unit member who may wish to voluntarily participate. The PAR and Teacher Induction programs are designed solely for the purpose of improving teaching, not terminating teachers. The confidentiality of all participants in the program shall be respected at all times.
- B. Effective ~~July 1, 2001~~ with the 2016-2017 school year, any unit member without a clear credential shall be served by the Teacher Induction Program.

20.2 Description of Program

The program for PAR participants shall include:

- A. The development of a plan which shall be in writing, clearly stated, aligned with pupil learning and consistent with the evaluation requirements of Article 8;
- B. The plan shall be mutually developed by the Consulting Teacher and the Participating Teacher, subject to the approval of the members of the Joint Committee;
- C. Assistance and review shall include multiple observations of Participating Teacher during periods of classroom instruction. Such observations shall be performed by a Consulting Teacher;

- D. Each PAR participant shall be provided with sufficient staff development activities to assist each participant to improve his/her teaching skills and knowledge; and
- E. A written record of the PAR participant's participation in the program will be signed by all members of the Joint Teacher Administrator Peer Review Committee.

20.3 Joint Teacher Administrator Peer Review Committee

The program shall be governed by a Joint Teacher Administrator Peer Review Committee ("Joint Committee") consisting of three (3) teachers and two (2) administrators. S-PTA shall submit the names of the three teachers to be named to this committee. The District and SCOE will choose the two (2) administrators.

20.4 Duties of the Joint Committee

The Joint Committee shall:

- A. Establish its own rules of procedure, including method of selection of the chair, to effect affect the provisions of the article. Said rules and procedures will be consistent with the provisions of this Agreement, and to the extent there is an inconsistency, the Agreement shall prevail;
- B. Provide annual training for the panel members;
- C. Advertise for and nominate the panel of Consultant Teachers;
- D. Provide training for Consulting Teachers prior to participation in the program;
- E. Establish its own meeting schedule. (Teachers serving on this committee shall be compensated at the rate of \$250.00 for each meeting they attend.);
- F. Communicate in writing with the PAR participant, the consulting teacher, and the site Principal;
- G. Issue and sign a final report concerning the results of the PAR participant's participation in the PAR program.

20.5 Consulting Teachers Pool

The pool of Consulting Teachers for the teacher support program will be selected by the Review Panel. Every attempt will be made to fill this pool with teachers with diverse backgrounds and assignments to enable the program to address the many needs of the District and SCOE.

20.6 Consulting Teachers and/or Induction or Intern Mentors

Consulting Teachers and/or Intern or Induction Mentors shall:

- A. Be permanent teachers in the District or SCOE with ~~at least five (5)~~ substantial recent years of professional teaching experience;
- B. Demonstrate effective instructional performance in the District or SCOE, including but not limited to, substantial recent classroom experience, effective communication skills, knowledge of subject matter, and the ability to work cooperatively with others;
- C. PAR Consulting Teachers must be nominated by a majority of votes of the members of the Joint Committee based on the Joint Committee's classroom observations. Intern and/or Induction mentors are arranged for by the Intern or Induction program;
- D. Be provided release time for approved training and consultant time;
- E. Receive a stipend of \$2000.00 per school year;
- F. Be limited to consulting with two (2) PAR and/or Intern or Induction participants per semester;
- G. Continue all rights of bargaining Unit Members. Functions performed pursuant to this Article by bargaining Unit employees shall not constitute either management or supervisory functions;
- H. Develop, with the PAR participant's help, a plan to assist the PAR participant tailored to the specific needs of the participant and subject to the approval of the Joint Committee;
- I. Be limited to working with a PAR participant for a maximum length of one (1) year. This time limit does not apply to induction mentors or intern mentors.
- J. Not be required to testify at any time in any matter relating to the PAR program participant;
- K. Shall conduct multiple observations of the PAR participant during classroom instruction, and shall have both pre-observation and post-observation conferences;
- L. Shall monitor the progress of the PAR participant and shall provide periodic written reports to the PAR participant for discussion and review;
- M. Shall continue to provide assistance to the PAR participant until he or she concludes that the teaching performance of the PAR participant is satisfactory, or

that further assistance will not be productive. The Consulting Teacher may elect to stop providing assistance at any time and may choose to simply report that "further assistance will not be productive;"

- N. Shall engage in formative review of the-PAR participant's participation in the program and forward this review to the Joint Committee. A formative review is a process in which the participant and the Consulting Teacher mutually agree upon goals and then mutually assess the progress toward the achievement of these goals; and
- O. Shall serve as BTSA Induction Support Providers when appropriate.

20.7 Indemnification

The District and the SCOE agree to indemnify and provide a defense for the Consulting Teacher against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the Consulting Teacher's participation in the-PAR program. The Consulting Teacher retains his or her right to select his or her own attorney to represent him or her in such actions. The District or SCOE, as appropriate, will pay legal costs and fees in such actions.

20.8 Participating Teacher

This agreement recognizes ~~three~~ two (2) types of participating teachers:

A. Volunteer Participating Teacher

A Volunteer Participating Teacher is any teacher who volunteers to participate in the PAR program. The Volunteer's purpose of participation is for peer assistance only. The Consulting Teacher and the Volunteer Participating Teacher shall participate in a formative review of the Volunteer Participating Teacher. All communication between the Consulting Teacher and a Volunteer Participating Teacher shall be confidential.

B. Referred Participating Teacher

A Referred Participating Teacher is any tenured teacher referred as a result of an unsatisfactory annual or biennial evaluation. The District, the SCOE and the Association all agree that no Unit Member will be referred to the PAR until July 1, 2001.

20.9 Changing Consulting Teacher

A different Consulting Teacher may be selected to work with any PAR Participating Teacher at any time during the process when ~~required~~ requested to do so by the Participating Teacher of the Consulting Teacher.

20.10 Representation by Association

The PAR participant has the right to be represented throughout these procedures by the Association representative of his or her choice.

20.11 Joint Committee Report

The PAR participant shall have the opportunity to review the Joint Committee's final report and give input before the report is made available for placement in his or her personnel file. The PAR participant shall sign this final report to indicate that he or she has reviewed the report and has been given a chance to offer input. The signature does not necessarily signify agreement with the report. In the event of any disagreement with the Joint Committee's final report the teacher support program participant shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report.

20.12 SCOE Participation

The County SCOE participation will involve one (1) county teacher as a Consulting Teacher. The ~~Curriculum Coordinator~~ **Director of Student Improvement** will sit on the committee Joint Commission as an advisory, non-paid member. All payments for County SCOE participation will come from the ~~County SCOE grant~~ **COE funds** and be administered through the County Office of Education.

These updates fully and finally resolve all bargaining on Article 4 – Class Size for the 2025-2026 school year.

FOR THE SIERRA-PLUMAS
TEACHERS ASSOCIATION

By: Miranda Baker

Date: 05-06-26

FOR THE SIERRA-PLUMAS JOINT UNIFIED
SCHOOL DISTRICT

By: Sean Linder

Date: 5/06/26

FOR THE SIERRA COUNTY
OFFICE OF EDUCATION

By: Sean Linder

Date: 5/06/26

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

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

**Sean Snider
Superintendent**

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

May 26, 2026

TO:
Sierra County Board of Supervisors
c/o Sierra County Behavioral Health Department

Subject: Letter of Support for MHSSA Grant Extension, Budget Amendment, and Updated Responsibilities

Dear Honorable Members of the Sierra County Board of Supervisors,

On behalf of the Sierra-Plumas Joint Unified School District (SPJUSD), I am writing to express our support for the Sierra County Behavioral Health Department's actions related to the Mental Health Student Services Act (MHSSA) Grant and the associated programmatic updates that benefit the students and families of our district.

SPJUSD is supportive of:

1. The extension of the MHSSA grant funding opportunity for an additional year, from July 1, 2026 through June 30, 2027.
This extension would ensure the continued delivery of vital behavioral health services and allow both agencies to maintain stability in programming, staffing, and student supports.
2. The December 2025 budget amendment, approved by the State of California, which includes:
 - A budget modification to support the purchase of a portable wellness center
 - Funding for in-person staffing related to Behavioral Health Student ServicesThese investments have significantly expanded our capacity to meet student needs and provide dedicated space and personnel focused on ongoing wellness.
3. Program revisions discussed during recent contract negotiations, including the proposal for Sierra County Behavioral Health (SCBH) to assume certain responsibilities previously held by the district.
These adjustments will help streamline services, and improve continuity of care for students receiving behavioral health support.
4. Approval of the Tentative Agreement (TA) attached to the staff report, which outlines the contractual and programmatic updates necessary to implement these changes.

SPJUSD values the ongoing partnership between our district and Sierra County Behavioral Health. The MHSSA-funded work has already provided meaningful benefits to our school community, and the proposed extension and modifications will allow us to build on that progress for an additional year. We appreciate SCBH's continued collaboration in refining roles, responsibilities, and program structure to best serve the youth and families of Sierra County.

Thank you for your consideration and support. Please feel free to contact me if additional information or clarification is needed.

Sincerely,
Sean Snider
Superintendent

Tentative Agreement (TA) Extension Agreement and associated items for the MHSSA Grant Funding

SPJUSD – Rhynie Hollitz – President
Kelly Champion – Vice President
Sean Snider – Superintendent SPJUSD

Sierra County Behavioral Health

Sara Wright - Chair – Behavioral Health Advisory Board
Rebecca “Becky” Kinhead – Vice President - Behavioral Health Advisory Board
Shanna Kuhlemier – QA/QI Compliance Officer – Contract Manager
Robert Szopa – Assistant Director

TA Points –

- Compliance measures for the grant from SPJUSD for reporting measures are completed and up to date.
- SPJUSD has billed the grant for everything through March of 2026 (last invoice), will send a bill for April 2026, May 2026, and June 2026. Will bill monthly, by the 15th, as required by the contract. SPJUSD to provide average monthly bill for TinyEYE and estimated bill for three months of staffing to estimate for the contract decrease amount (below).
- SPJUSD will provide monthly reporting as required by the contract.
- SPJUSD is requesting for the extension time frame July 1, 2026, through June 30, 2027, funding to include:

▪ SPJUSD School Services Liaison	\$22,000.00
▪ Personnel Services benefits	\$6,394.00
▪ Behavioral Analyst - Contractor	\$50,000.00
• Provide Sierra County with the contract	
▪ TiniEYE	\$125,000.00
▪ Wellness Center Activity Supplies	\$5,000.00
▪ Wellness Center Food	\$1,000.00
▪ SPJUSD Training, cultural awareness	\$1,500.00
▪ SPJUSD Indirect Cost	\$26,103.00
Total for last year of contract	\$236,997.00
- The contract will decrease from \$1,446,772.00 to a not to exceed amount of \$963,543.19 (this will adjust with April, May and June 2026 billing. (Three months should not be material).

- Wellness Center: Utilized to provide students with access to counseling services in a compassionate, safe, and supportive environment. The Wellness Center incorporates evidence-based activities and programs designed to build self-efficacy and resiliency, reduce or mitigate mental health risks, and support students' overall mental, emotional, and behavioral well-being through prevention, intervention, and wellness promotion activities -per grant and state regulations on a wellness center.
- For the extension year of the grant, SPJUSD requests SCBH assume responsibility for:
 - Portions of Prevention Early Intervention (PEI)
 - Summer Programs
 - SWAY programs
 - Parent navigator/advocate to support students in SARB and IEP meetings, needs to have access to students and families. SCBH will work with the Superintendent to ensure personnel are available for families who request this.
 - Family education programs will be provided by SCBH.
- Outreach efforts - each agency will conduct its own outreach efforts independently for its respective programs. However, Sierra County Behavioral Health and Sierra Plumas Joint Unified School District will collaborate on outreach activities if and when the need arises for mutual efforts. All other outreach initiatives will remain the responsibility of the individual agencies.
- SCBH will complete these items with the unused grant funds from SPJUSD contract.
- Referral process for higher level of care – SPJUSD is creating the form and referral process to SCBH for families who request this higher level of service. Needs approval by SCBH and completed by June 30, 2026, with outreach plan.
- SPJUSD will provide a letter of support for the extension and state-approved budget amendment from December of 2025 to the Board of Directors. The letter will reference relevant portions of the staff report, with particular emphasis on changes related to TinyEYES, modular building, and staffing for the school district.

After receiving School District Board approval, SCBH will request a budget amendment from the state to address the changes in the TA for the extension year and adjust SCBH's responsibilities accordingly. Once the state approves the amendment, a corresponding amendment for the school's contract will be considered and ultimately approved by SCBOS.

Above & Beyond flooring inc

8181 Highland Flume Cir
Reno, NV 89523 US
+15304481549
dantraceyii@gmail.com

Estimate

ADDRESS

Sean Snyder
Loyalton Gym elementary
Loyalton, CA

SHIP TO

Sean Snyder
Loyalton Gym elementary

ESTIMATE

1050

DATE

04/25/2026

SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
REFINISH	Sand gym floor , Repaint all lines, Finish	4,520	4.75	21,470.00
extras	Paint all lines	2	1,250.00	2,500.00
extras	repair area needed with one bundle	4	75.00	300.00
TOTAL				\$24,270.00

Accepted By

Accepted Date

**PROPOSAL/AGREEMENT TO PREPARE
DEVELOPER FEE JUSTIFICATION STUDY
for
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT**



Prepared By:

Jack Schreder & Associates, Inc.



4094 C Street
Sacramento, CA 95819
916-441-0986

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PURPOSE OF PROJECT

The objective of this project is to determine if a reasonable relationship exists between new residential, commercial, and industrial development and the need for new and/or reconstructed school facilities in the Sierra-Plumas Joint Unified School District. The study will be documented to provide the District with the justification necessary to levy developer fees as authorized by Education Code Section 17620. The report will comply with any new legislative requirements to date, including SB 1693 and AB 3081 requirements.

PROJECT METHODOLOGY

The project that Jack Schreder & Associates, Inc. is proposing will be comprised of the following separate components:

- Component A:** Projection of the residential, commercial, and industrial development.
- Component B:** Identification of student yield factors for residential, commercial, and industrial development.
- Component C:** Generation of enrollment projections based on natural growth and new residential development.
- Component D:** Identification of existing facility capacity, facility needs, and facility costs based on enrollment projections. Class size reduction implementation may affect District capacity.
- Component E:** Preparation of documentation in compliance with current developer fee law.

COMPONENT A

In order to identify the projected student impact of residential, commercial, and industrial development, it is necessary to assess the impact of development. This component of the study will identify the level of future residential, commercial, and industrial development anticipated to occur in the District.

As required to justify developer fees, the specific steps in this component are:

- Identify approved and tentative development projects on file with the county and city planning departments where applicable.
- Identify development potential for vacant and under-developed land.
- Identify city building densities, current zoning, and master plan designations to establish build-out potentials.
- Provide development projections for single family residential and multiple family residential development. Provide projections of commercial and industrial development by category.
- Determine the development impact on the District when pre-existing dwelling units are demolished and replaced by reconstructed dwelling units as it occurs within the District boundaries.
- Project fee revenues for residential, commercial and industrial based on the current maximum fee.

District responsibility: Provide information regarding current and future projected residential development known to the District.

COMPONENT B

State default student yields will be utilized, or student generation rates (SGR's) will be calculated to project the student impact of future development. The commercial/industrial SGR's will address employee generation factors, as provided by the San Diego Traffic Generation documentation (17621(e)(1)(B)).

COMPONENT C

Enrollment projections for the District will be provided which are based on the levels of new residential development identified in Component A and the SGR's identified in Component B. The enrollment projections will utilize a cohort survival methodology and proposed residential development where applicable.

District responsibility: Provide demographic information, including CBEDS enrollment for the current school year. Enrollments must be provided by grade level.

COMPONENT D

Once the enrollment projections are established, the District's ability to house future enrollments will be analyzed. The capacity of the District facility will be identified, and future enrollments will be "loaded" into the facilities to determine if, and when, the capacity at each grade level organization will be exceeded. The effects of class size reduction program implementation will be determined. Costs for providing new facilities will be provided on a per dwelling unit, per student, and per square foot basis.

In addition to establishing the District's future facility needs and costs, the available facility funding sources will be identified.

District responsibility: Provide a schematic fire drill map or SP1A of each District site, including any closed or unused sites. The schematic should include current class use, District loading policy, and any limitation to housing additional students (classroom use or school site size.) Portable classrooms must be identified for each site, including use, and ownership; if they are leased, terms of lease must be provided.

COMPONENT E

The information and conclusions identified in Components A through D will be included in a report to be delivered to the District upon completion of the project. The report will comply with the requirements of Education Code Section 17620.

CONSULTING FEES

Jack Schreder & Associates, Inc. will provide a digital (PDF) draft copy of the report for district review. After the report is finalized, a digital (PDF) final report will be provided to the district. Upon request, bound hard copies will be provided to the district. Jack Schreder & Associates, Inc. will provide step-by-step instructions to implement the fees. Model resolutions and Board policies for the public hearing process and the establishment of developer fees will also be provided.

Sierra-Plumas Joint Unified SD

Price

Developer Fee Justification Study

\$4,325

Note: Education Code Section 17620(a)(5) provides that developer fee revenues may be used to pay for the cost of preparing developer fee justification documentation.

As a courtesy at **no cost to the District**, Jack Schreder & Associates, Inc. will provide a template for your District's 5-year plan as required by Government Code Sections 66006 and 66001. This plan is updated each year and must be available for public review by December 26th (180 days after close of previous fiscal year).

Upon the District's request, Jack Schreder & Associates, Inc. will assist the District with completing the plan. The cost for such assistance is \$205/hour, not to exceed 16 hours.

Additional Considerations

- The quoted price does not include attendance at the Board meeting when the report is presented; this is an additional optional cost for the District.
- Visitations to the district following the completion of the draft will be reimbursed to the Consultant in the amount of \$205 an hour including travel time.
- Reproduction costs for bound hard copies of the final report will be reimbursed to the Consultant.
- Express mail expenses will be documented and reimbursed to the Consultant.

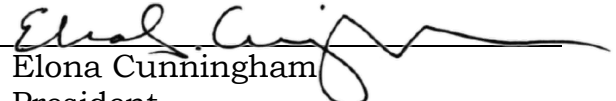
TIME SCHEDULE

The draft report will include baseline data regarding District capacity, student yield information, classroom loading policies and class size reduction. The final report will be completed 15 days after receipt of the final draft from the District.

This agreement is between the Sierra-Plumas Joint Unified SD and Jack Schreder & Associates, Inc.

Randy L Jones, CPA CITP
Director of Business
Services/CBO
Sierra-Plumas JUSD

Date



Elona Cunningham
President

Jack Schreder & Associates, Inc.

May 13, 2026

Date

Sierra-Plumas Joint Unified School District

Proposal to Provide
Developer Fee Consulting Services

May 21, 2026

KOPPEL & GRUBER
PUBLIC FINANCE

334 Via Vera Cruz, Suite 256

San Marcos, California 92078

760-510-0290

info@kgpf.net



May 21, 2026

Mr. Randy Jones
Director of Business Services/CBO
Sierra-Plumas Joint Unified School District
109 Beckwith Rd
Loyalton, CA 96118

RE: PROPOSAL TO PROVIDE DEVELOPER FEE CONSULTING SERVICES

Dear Mr. Jones:

Thank you for the opportunity to assist Sierra-Plumas Joint Unified School District ("School District") by providing Developer Fee Consulting Services ("Developer Fee Services"), which includes a Fee Justification Study ("FJS"). Koppel & Gruber Public Finance ("K&G Public Finance") is pleased to present our proposal.

Lyn Gruber will be the Principal in Charge on the project and assist in the preparation of the report and will also be available to assist at School District Board meetings and/or public meetings. Douglas Floyd will act as project manager, be the School District's day-to-day contact, be responsible for the accurate and timely delivery of work products and attendance and participation at meetings. Scott Koppel will provide analytical assistance on the project and will be available to assist at School District Board meetings and/or public meetings.

K&G Public Finance is a California Limited Liability Company serving only local government agencies throughout the State of California. It is our objective to provide you with high quality service leading to the successful completion of Developer Fee Services. We look forward to the possibility of working with the School District on this important project. Please feel free to contact me at (760) 510-0290 or by cell at (951) 704-4799 if you have questions about our proposal.

Sincerely,

A handwritten signature in blue ink that reads "Lyn Gruber". The signature is written in a cursive, flowing style.

Lyn Gruber

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I. COMPANY PROFILE

Koppel & Gruber Public Finance, LLC (“K&G Public Finance”) is by design an entrepreneurial corporation dedicated to sustainable growth with twelve (12) employees. We have been providing consulting services for school districts and other public agencies since incorporation in November of 2004. We work exclusively for public agencies and are currently providing similar services to approximately forty (40) public agencies throughout California.

The founding partners of the firm, Scott Koppel and Lyn Gruber, each have over thirty years of experience in public finance consulting. Their expertise includes special district formation (Community Facilities District, Landscaping and Lighting Districts, and 1913 Act Assessment Districts), special district administration, feasibility studies, arbitrage rebate and municipal disclosure. Douglas Floyd, with over twenty years of experience has specialized in assisting school districts with Mello-Roos Financing, annual administration, School Facilities Needs Analysis (“SFNA”) reports, Developer Fee Justification Studies (“FJS”) and Annual and Five-Year Reporting.

Our firm’s success is founded on providing high quality services, a personal touch, and long-term client relationships. In addition to Developer Fee Justification and Reporting, our expertise also includes the following:

- Community Facilities District formation
- Community Facilities District administration
- Arbitrage calculations
- Municipal Disclosure
- Mitigation fee calculation
- GIS Services

We understand the current challenges faced by school districts such as:

- Costs of land acquisition and school facility construction and modernization,
- Grant inadequacy of the School Facilities Program,
- Increased construction of Accessory Dwelling Units (“ADUs”),
- Increased legislative pressure on school fees, and
- The increasing reliance by school districts on locally funded financing mechanisms to provide for their facilities needs.

These challenges have created an environment where FJSs are more closely scrutinized prior to adoption. To successfully withstand the heightened scrutiny, K&G Public Finance utilizes a proven, well-documented methodology grounded in rigorous data validation, evidence-based assumptions, and a cohesive narrative that aligns with each school district’s unique conditions, priorities and facilities assessments and goals. Key elements of this approach include, but are not limited to:

- Alignment with facilities needs as documented in a School District Facilities Master Plan, Needs Assessment, Annual and Five-Year Developer Fee Reporting, and/or other facilities planning documents, as applicable;
- Consistent application of School Facilities Program methodologies and guidelines;

- New Housing development projections informed by data and communication with local planning departments;
- Student Generation Rates (students per dwelling unit) derived from school district specific student enrollment data and housing inventories, or a school district conducted demographic analysis. We do not rely on State-wide student generation rates, as our experience demonstrates significant variability across school districts.

II. PROJECT UNDERSTANDING

We understand Sierra-Plumas Joint Unified School District (“School District”), a unified school district educating approximately 405 students in grades TK through 12, is seeking a consultant to prepare Developer Fee Services, including the Level I Developer Fee Justification Study (“FJS”). The last FJS the School District completed was in 2011. We understand that the School District has recently worked with Dixon Smart School House to prepare and update its facilities’ needs and cost estimates.

As required by statute, in order for the School District to levy and collect statutory school fees (“Level I Fees”) on new Residential and Commercial/Industrial construction and reconstruction, school districts must adopt a Developer Fee Justification Study. The FJS is typically completed in even numbered years after the State Allocation Board (“SAB”) escalates Level I fees. The SAB last adjusted Level I Fees in January of 2026.

III. RESUMES

Lyn Gruber, Principal

Client Contact/Principal In Charge

Over 30 years' experience in public finance

Expert insights and strategies on Developer Fees and Community Facilities Districts

As the District's principal in charge, Ms. Gruber will provide strategic oversight of services and technical review of work products. She will be available to attend and participate at team and board meetings. A seasoned professional with over thirty (30) years of experience in public finance, Lyn focuses her attention on developer fees, Community Facilities Districts, bond issues, special projects, and Proposition 218 compliance. While consulting primarily with school districts and cities, she has formed hundreds of Mello-Roos Community Facilities Districts and maintenance assessment districts. Ms. Gruber is well known in the municipal finance community for her expert insights and strategies on CFDs and was selected to provide expert witness testimony regarding CFDs in a lawsuit filed in San Bernardino County. In addition, she has presented regarding CFDs at UCLA Extension classes and at the annual conferences for both the Municipal Management Analysts of Northern California (MMANC) and the Coalition for Adequate School Housing (CASH). Ms. Gruber holds a Bachelor of Arts from California State University at San Bernardino.

Douglas Floyd, Vice President

Client Contact/Project Manager

Over 20 years of experience in public finance

Specializes in Developer Fee Studies and Reporting

Mr. Floyd will serve as the Project Manager for the Developer Fee Services will be the School District's day-to-day contact. In this role, he will be responsible for the accurate and timely delivery of work products and attendance and participation at team and board meetings. He has more than twenty years of experience in public finance and joined K&G Public Finance in 2005. Douglas specializes in the preparation of developer fee studies and reporting, having assisted a wide range of school districts throughout the State. Mr. Floyd also has extensive expertise in the ongoing administration of fixed assessments and municipal bond continuing disclosure. In addition, Douglas has supported the formation of numerous Mello-Roos Community Facilities Districts and maintenance assessment districts, including landscaping and lighting districts, and is experienced with the issuance and refinancing of land secured municipal bonds. Douglas graduated with honors from the University of California, Riverside, receiving a Bachelor of Science degree in Business Administration.

Scott Koppel, Principal

Backup Principal in Charge/ Technical Review

Over 30 years' experience in public finance

Scott will be the backup Principal in Charge and will provide Technical Review on all services. He has worked more than thirty (30) years as a consultant, financial analyst and accountant with public agencies throughout California. While serving as project manager, he specialized in the formation of 1913/1915 bonded assessment districts, CFDs and the refinancing of outstanding bond issues including the Marks Roos pooled structures. Mr. Koppel's expertise and knowledge of Proposition 218 has led to the successful formation of many maintenance districts including landscaping and lighting districts, benefit assessments and modifications of sewer, water and trash rates. Mr. Koppel has presented regarding Fire Benefit Assessments at the California Special Districts Association's (CSDA) Annual Conference and has been a frequent presenter on district administration at UCLA and UC Davis extension classes on Special Districts. Mr. Koppel holds an MBA from California State University San Marcos and a Bachelor of Arts degree in Business Administration from the University of Washington.

IV. SCOPE OF SERVICES

A. Fee Justification Study

K&G Public Finance will perform the following scope of work in relation to the Fee Justification Study:

1. Prepare an FJS for the levy of a Residential Development School Fee and a Commercial/Industrial Development School Fee for the School District to consider pursuant to the provisions of Section 17620 and subdivision (e) of Section 17621 of the Education Code, Section 65995 and Section 66001 of the Government Code, and Assembly Bill (“AB”) 181. The Residential Development School Fee and Commercial/Industrial Development School Fee Analyses will be included in one report. The FJS will discuss and make determination as to the following:

- a. Residential Development School Fee
 - i. **Project the Number of Unhoused Students:** this task involves calculating student generation rates by housing type and school level utilizing student enrollment data along with property and housing data sources. The property and housing data utilized typically includes one or more of the following: County property characteristic information, U.S. Census Bureau data, city and/or county general plans and/or building permit information. The student generation rates are then multiplied by the number of residential units by housing type anticipated to be developed in the next ten (10) years (“Projected Development”). K&G Public Finance uses information from local planning agencies or other sources including but not limited to tract maps and specific plan information, and housing unit projections to estimate Projected Development;
 - ii. **Determine Current Student Enrollment and Calculation of Existing Facilities Student Capacity:** the Study uses student enrollment reported on the most recent October CALPADs. To determine the number of students that can be housed at existing school facilities, K&G Public Finance (a) uses capacity information reported on the School District’s most recently completed SAB Form 50-02 and updates based on information provided by the School District or the Office of Public School Construction (OPSC), or (b) calculates facilities capacity by determining the number of classrooms utilized by the School District and their corresponding loading standards;
 - iii. **Identify School Facility Needs to Accommodate New Growth:** a comparison of current student enrollment to existing student capacity will be conducted to determine whether any excess seats exist. The number and type of school facilities needed to accommodate projected unhoused students as determined in subtask (a)(i) will then be estimated.
 - iv. **Estimate Costs of Providing School Facilities:** the FJS will estimate costs of constructing, modernizing or replacement of school facilities required to

accommodate projected unhoused students generated by new residential development. Cost estimates are generally based on information provided by the School District such as their facilities master plan and/or cost information provided by OPSC;

- v. **Determine the School Facilities Impact for Residential Development:** the FJS will calculate the estimated school facilities impact per square foot of new residential development by housing type.
- b. Commercial/Industrial Development School Fee
 - i. **Determine Employment Generated from Commercial/Industrial Development:** as recommended by statute, employee generation estimates are based on information set forth in the San Diego Traffic Generator Study published by the San Diego Association of Governments (SANDAG).
 - ii. **Determine New Residential Impact:** estimates the number of new households within the School District impacted by Commercial/Industrial development that will create necessity for school facilities. The estimates are derived using employment generation information determined in subtask (b)(i) as well as information generally provided by, but not limited to, the California Employment Development Department, the California Department of Finance, and the U.S. Census Bureau.
 - iii. **Student Generation Rates:** student generation rates determined in task (a)(i) will be used in conjunction with the new residential impacts calculated in task (b)(ii) above to estimate the student generation impact for each Commercial/Industrial category by school level.
 - iv. **Determine the school facilities impact for Commercial/Industrial Development:** the FJS will calculate the estimated net school facilities impact per square foot of Commercial/Industrial development by development type. The school facilities impacts will be calculated using school facilities cost information derived from task (a)(iv) and student generation rates determined in task (b)(iii) above. These impacts may be further adjusted to account for residential school fees adopted and imposed by the School District.
- c. Government Code Section 66600 Compliance: Discuss and satisfy the requirements specified by Government Code Section 66000 et seq. for the Residential Development School Fee and the Commercial/Industrial Development School Fee. The specific findings required are as follows:
 - i. Identify the purpose of the fee;
 - ii. Identify the use to which the fee is to be put;
 - iii. Determine there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed;

- iv. Determine that there is a relationship between the amount of the fee and the cost, or portion of the costs, of the school facility attributable to the development on which the fee is imposed; and
 - v. Provide procedures for depositing, investing, and accounting for the Residential School Fees and the Commercial/Industrial School Fees.
- 2. Work with the School District's legal counsel to comply with new legislation and address the court's concerns in recent case law.
- 3. Assist the School District in determining the eligibility for Alternative School Fees and if eligible we will provide a separate timeline, scope of services and fee for the preparation of the School Facilities Needs Analysis.
- 4. Participate in conference calls as necessary throughout the FJS preparation process. Develop effective channels of communication to facilitate the project moving forward in a successful and timely manner. This includes all telephone calls and emails throughout the FJS process.
- 5. Work with the School District legal counsel to review the Notices of the Public Hearing made available to the public and Resolution Approving the School Fees.
- 6. Attend and speak at the School Board meeting where the consideration of the resolution adopting the FJS is on the agenda, if required.
- 7. Respond to any comments received by the School District from outside agencies or other parties regarding the FJS.
- 8. Assist the School District in any challenges to the FJS from outside agencies or other parties, if necessary. ***This item will be charged on an hourly basis and is not included in the flat fee provided in the Cost Proposal Section.***

V. REFERENCES

Chino Valley Unified School District	
Contact	Greg J. Stachura, Assistant Superintendent, Facilities, Planning & Operations Division
Telephone	909-628-1201, Ext. 1200
Address	13461 Ramona Ave.
	Chino, CA 91710-4130
Services	Community Facilities District Formation and Administration, Fee Justification Studies, School Facilities Needs Analyses, Annual and Five-Year Reporting, Continuing Disclosure, and Arbitrage Calculations since 2005.

Greenfield Union School District	
Contact	Desiree Secrist, Assistant Superintendent of Business Services
Telephone	(661) 837-6000
Address	1624 Fairview Road
	Bakersfield, CA 93307
Services	Community Facilities District Administration services including administration, continuing disclosure report preparation and monitoring compliance, arbitrage rebate calculations, CFD Annexations, Fee Justification Studies and School Facilities Needs Analysis.

Saugus Union School District	
Contact	Nick Heinlein, Assistant Superintendent of Business
Telephone	(661) 294-5306
Address	24930 Avenue Stanford
	Santa Clarita, CA 91355
Services	Community Facilities District Administration services for 12 CFDs/Improvement Areas, including bond issuance support, letter of credit calculations, continuing disclosure and monitoring compliance. Arbitrage rebate calculations, Formation, Fee Justification Studies.

VI. COST PROPOSAL

The Scope of Services described will be performed for the fees outlined below.

Service	Fee
Fee Justification Study (FJS)	\$6,000
Reimbursable Expenses Not to Exceed	\$1,500 Contingent on travel

The fee above includes all work required for the preparation of and adoption of the FJS including time required for conference calls, telephone calls and emails, with the exception of Item 8 under the Fee Justification Study scope which would be subject to the Additional Services section.

Expenses

In addition to fees for services, K&G Public Finance shall be reimbursed for direct expenses, including travel, mileage, photocopying, data sources, courier services and overnight delivery expenses. These expenses are billed at our cost; we **do not** charge an administrative fee or additional expense markup.

Billing Structure

During the project, K&G Public Finance shall submit monthly invoices providing details of services rendered and expenses incurred. Should the School District extend the contract for future years, the above fees will be subject to an annual Consumer Price Index increase for the San Francisco-Oakland-Hayward, CA All Urban Consumer Price Index (All Items) area calculated by the United States Department of Labor from July 1 to June 30th, beginning July 1, 2027.

Additional Services

The Service includes attendance at one (1) Board Meeting. Should the School District require attendance at additional School Board meetings, the fee shall be \$800 per additional meeting for in-person and \$300 for virtual attendance.

If authorized by the School District, K&G Public Finance will provide additional services not included in the above scope of services (Item 8 under the Fee Justification Study scope would be subject to this section) at the hourly rates provided below unless otherwise agreed upon between the School District and K&G Public Finance.

Title	Rate
Principal	\$295
Vice President	260
Senior Analyst	230
Analyst	160
Production/Administration	100



PROPOSAL

Level 1 Developer Fee

Justification Study

PREPARED FOR

Sierra-Plumas Joint Unified School District

Sean Snider, Superintendent

109 Beckwith Road • Loyalton, CA 96118

SUBMITTED BY

School Leaders

100 Avenida La Pata, Suite 200 • San Clemente, CA 92673

(949) 338-8137 • schoolleaders.com

MAY 11, 2026

May 11, 2026

Sean Snider, Superintendent

Sierra-Plumas Joint Unified School District
Sierra County Office of Education
109 Beckwith Road, P.O. Box 955
Loyalton, CA 96118

Re: Level 1 Developer Fee Justification Study

Dear Superintendent Snider:

Thank you for the opportunity to support Sierra-Plumas Joint Unified School District. With the State Allocation Board's January 2026 adjustment raising the maximum Level 1 fee to **\$5.38 per square foot** residential and **\$0.87 per square foot** commercial/industrial, a current justification study is the District's most efficient path to capture local mitigation revenue. Per Education Code §17620(a)(5), the cost of the study is itself an allowable use of developer fee revenue.

School Leaders is an education facilities consulting firm built around former superintendents, facilities directors, and operations specialists who have run California districts. We will deliver Sierra-Plumas JUSD a defensible Level 1 study — including model resolution, public hearing notice, board presentation, and an annual / 5-year reporting template — for a flat fee of **\$12,500**. The pages that follow outline our approach, scope, schedule, and terms.

I am the District's point of contact for this engagement and would welcome the chance to discuss the proposal at your convenience.

Sincerely,

Joe Dixon

School Leaders

joe@schoolleaders.com • (949) 338-8137

Our Approach

The School Leaders team will prepare a Level 1 Developer Fee Justification Study that satisfies the burden, cost, and benefit nexus tests required by Education Code §17620 and Government Code §§65995 and 66001, and reflects current legislation including AB 602, SB 937, and recent ADU

treatment. Our work is organized in five concise components, followed by adoption-ready deliverables for the Board.

Scope of Work

Component	What We Do
A. Development Projections	Coordinate with Sierra County, Plumas County, and the City of Loyalton planning departments to identify approved and tentative projects; project single-family, multi-family, commercial/industrial, ADU, and reconstruction activity over five years.
B. Student Generation	Calculate local Student Generation Rates by grade grouping using 2020 Census and District CBEDS data — defensibly tailored to Sierra-Plumas JUSD rather than the State default.
C. Enrollment Projections	Cohort-survival enrollment projections that separate natural growth from development-induced growth.
D. Capacity, Needs & Costs	Inventory permanent and portable classroom capacity at each campus per Title 5 loading; identify unhoused students; quantify new construction and modernization costs using SAB-approved grants.
E. Final Study & Adoption	Assemble Draft and Final Study with nexus findings, district boundary map, and planned use of fees. Provide model resolution, public hearing notice, implementation instructions, annual / 5-year reporting template, and one Board presentation.

Schedule

Draft Study delivered within 60 days of signed agreement and District data. Final Study delivered within 15 days of receipt of District comments. Total engagement ≈ 75 days.

Fee Proposal

School Leaders will prepare the Level 1 Developer Fee Justification Study for a single, all-inclusive flat fee. Per Education Code §17620(a)(5), the cost may be paid from collected developer fees.

Service	Fee
Level 1 Developer Fee Justification Study — complete scope above, including Draft and Final Study, model resolution, public hearing notice, implementation packet, annual / 5-year reporting template, and one Board presentation.	\$12,500 <i>flat fee</i>
Optional Add-On Services	<i>(charged only if elected)</i>

Service	Fee
Additional Board presentations or community meetings	\$1,500 <i>flat</i> / \$195 <i>hr + travel</i>
Annual / 5-Year Developer Fee Report preparation (beyond template)	\$2,500 <i>flat</i> / \$195 <i>hr (NTE 16 hrs)</i>
County-Bundle Discount — 15% off the flat fee if three or more districts within Sierra or Plumas County sign a Developer Fee Study agreement with School Leaders within 60 days.	-15%

Payment terms: 50% upon Draft Study delivery; 50% upon Final Study delivery and Board adoption. Net 30. No retainer required.

Acceptance

This proposal is valid for 90 days. To engage, please sign below and return one copy to joe@schoolleaders.com.

For Sierra-Plumas JUSD:

For School Leaders:

Sean Snider, Superintendent

Joe Dixon, School Leaders

Date: _____

Date: _____

Sierra-Plumas Joint Unified School District

New Course Proposal

Submitted by: Amanda Beville

Name/position: TOSA

Date: 05/06/2026

BRIEF DESCRIPTION OF COURSE

Community College: Sierra College

Course Title: American Sign Language I (DFST 0001)

Full Year or Semester: College Semester = 10 HS elective units

Audience: current HS student

Prerequisites: 2.8 GPA

UC/CSU “a-g”: “e- language other than English” eligible

UC/CSU Transferable: Yes

Instructional Focus:

Introduction to the fundamental principles of American Sign Language (ASL). Preparation for visual/gestural communication including basic information relating to Deaf culture, intensive work on comprehension skills and grammatical structures.

UC Honor designation?	YES	X NO
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Integrated (Academics/CTE)?	YES	X NO
-----------------------------	-----	------

Advanced Placement?	YES	X NO
---------------------	-----	------

Superintendent Approval:

Signature / Date

Sierra-Plumas Joint Unified School District

New Course Proposal

Submitted by: Amanda Beville

Name/position: TOSA

Date: 05/06/2026

BRIEF DESCRIPTION OF COURSE

Community College: Sierra College

Course Title: American Sign Language II (DFST 0002)

Full Year or Semester: College Semester = 10 HS elective units

Audience: current HS student

Prerequisites: 2.8 GPA

UC/CSU “a-g”: “e- language other than English” eligible

UC/CSU Transferable: Yes

Instructional Focus:

Continuation of American Sign Language I (ASL I). Designed for students who wish to enhance their proficiency in ASL usage and stresses continued development of basic conversational skills with emphasis on vocabulary and expressive skills.

UC Honor designation?	YES	X NO
-----------------------	-----	------

Integrated (Academics/CTE)?	YES	X NO
-----------------------------	-----	------

Advanced Placement?	YES	X NO
---------------------	-----	------

Superintendent Approval:

Signature / Date

Sierra-Plumas Joint Unified School District

New Course Proposal

Submitted by: Amanda Beville

Name/position: TOSA

Date: 05/06/2026

BRIEF DESCRIPTION OF COURSE

Community College: Sierra College

Course Title: Child Growth & Development (HDEV 0009)

Full Year or Semester: College Semester = 10 HS elective units

Audience: current HS student

Prerequisites: 2.8 GPA

UC/CSU “a-g”: “g- elective” eligible

UC/CSU Transferable: CSU-Yes, UC- w/unit limitation

Instructional Focus:

This course examines the major physical, cognitive/language, social and emotional developmental milestones for children from conception through adolescence. Emphasis on interactions between maturational processes and environmental factors. While studying developmental theory, students will evaluate individual differences, and analyze characteristics of development at various stages according to developmental theories. Designed as a foundation course for careers in early childhood and for those seeking a teaching credential.

UC Honor designation?	YES	X NO
Integrated (Academics/CTE)?	X YES	NO
Advanced Placement?	YES	X NO

Superintendent Approval:

Signature / Date

Sierra-Plumas Joint Unified School District

New Course Proposal

Submitted by: Amanda Beville

Name/position: TOSA

Date: 05/06/2026

BRIEF DESCRIPTION OF COURSE

Community College: Sierra College

Course Title: Introduction to Philosophy (PHIL 0002)

Full Year or Semester: College Semester = 10 HS elective units

Audience: current HS student

Prerequisites: 2.8 GPA

UC/CSU “a-g”: “g- elective” eligible

UC/CSU Transferable: Yes

Instructional Focus:

The concept of morality and values, Western systems of ethics including Virtue Ethics, Utilitarianisms, Kantian ethics, Feminist Moral Theory and their application to contemporary moral dilemmas.

UC Honor designation?	YES	X NO
Integrated (Academics/CTE)?	YES	X NO
Advanced Placement?	YES	X NO

Superintendent Approval:

Signature / Date

Sierra-Plumas Joint Unified School District

New Course Proposal

Submitted by: Amanda Beville

Name/position: TOSA

Date: 05/06/2026

BRIEF DESCRIPTION OF COURSE

Community College: Sierra College

Course Title: Introduction to Psychology (PSYC C1000)

Full Year or Semester: College Semester = 10 HS elective units

Audience: current HS student

Prerequisites: 2.8 GPA

UC/CSU “a-g”: “g- elective” eligible

UC/CSU Transferable: Yes

Instructional Focus:

This course is an introduction to psychology, which is the study of the mind and behavior. Students focus on theories and concepts of biological, cognitive, developmental, environmental, social, and cultural influences; their applications; and their research foundations.

UC Honor designation?	YES	X NO
Integrated (Academics/CTE)?	YES	X NO
Advanced Placement?	YES	X NO

Superintendent Approval:

Signature / Date

Sierra-Plumas Joint Unified School District

New Course Proposal

Submitted by: Amanda Beville

Name/position: TOSA

Date: 05/06/2026

BRIEF DESCRIPTION OF COURSE

Community College: Sierra College

Course Title: Introduction to Sociology (SOC 0001)

Full Year or Semester: College Semester = 10 HS elective units

Audience: current HS student

Prerequisites: 2.8 GPA

UC/CSU “a-g”: “g- elective” eligible

UC/CSU Transferable: Yes

Instructional Focus:

Sociological analysis of social institutions, social interaction and behavior, collective behavior, social change, deviance, conformity, and social stratification.

UC Honor designation?	YES	X NO
Integrated (Academics/CTE)?	YES	X NO
Advanced Placement?	YES	X NO

Superintendent Approval:

Signature / Date

SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION NO. 26-016D

Math Curriculum Adoption
Grades TK through 5th

WHEREAS, the Sierra-Plumas Joint Unified School District Governing Board met in regular session on Tuesday, May 26, 2026; and

NOW, THEREFORE BE IT RESOLVED, that the Governing Board of the Sierra-Plumas Joint Unified School District at the May 26, 2026, regular meeting of the Board, adopted the grades TK through 5th standards-aligned math curriculum as follows:

Grades TK-5: California ClearMath

and certified that they comply with State standards for students of the Sierra-Plumas Joint Unified School District and has adhered to all laws and regulations regarding the expenditure of instructional materials funding.

Passed and adopted at a regular meeting of the Sierra-Plumas Joint Unified School District Governing Board meeting held on May 26, 2026, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

VACANT: _____

John Martinetti, Clerk

PARTICIPANT
PROGRAM



Phase 1
To get to
2 to take
to team.

2025 SCOE Math Curriculum Fair

December 9, 2025
1:00-6:00 p.m.
SCOE Main Building

Fair Review Comm.
- Megan Meschery
- Jason Rosecrans
- Amber Williams
- Faith Edwards

SCOE Sacramento County
Office of Education
Curriculum and Instruction

Welcome!

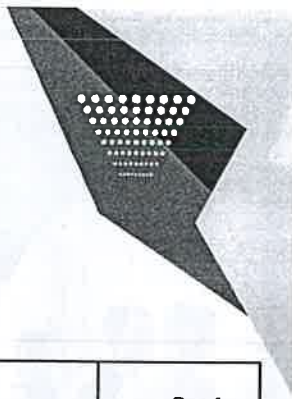
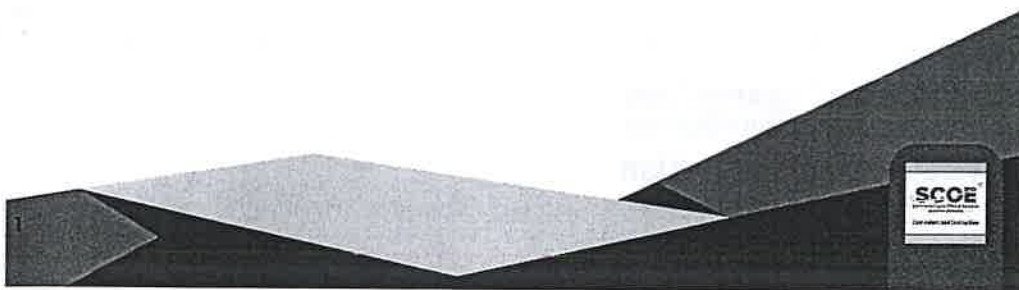


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Publisher	K-5	6-8	Algebra 1	Math 1
CPM Educational Program	X	Inspiring Connections	X	X
Curriculum Associates	Classroom Mathematics California		Classroom Mathematics California	X
Great Minds PBC	Eureka Math Squared California	Eureka Math Squared California	Eureka Math Squared California	X
HMH Education Company	HMH Into Math California	HMH Into Math California	HMH Into Math California	X
Imagine Learning	Imagine IM California	Imagine IM California	Imagine IM California	Imagine IM California
Innovamat Education	Thinking Math!	X	X	X
IXL Learning	Takeoff by IXL	X	X	X
Kendall Hunt Publishing Company	IMKH California	IMKH California: Grades 6-8	IMKH California: Algebra 1	IMKH California: Integrated Math 1
Kiddom	Kiddom IM® v.360 California	Kiddom IM® v.360 California	Kiddom IM® v.360 California Algebra 1	X
McGraw Hill, LLC	California Reveal Math K-5	California Reveal Math 6-8	California Reveal Math Algebra 1	California Reveal Math Integrated Mathematics 1

(X)

1-Ready

(X) No online submission so can't get immediate feed back.

(X) With Illustrative w/ Digital platform
 - Simple Workbook
 - User friendly
 - Discourse / BTC for each grade.
 - Fluency Piece

(X) With Illustrative - No platform

(X)

What Curriculum would pair well at upper levels.

SCOE
 Standards and Curriculum

Publisher	K-5	6-8	Algebra 1	Math 1
Accelerate Learning	STEMscopes Math California	X	X	X
Accelerate Learning	Math Nation California		Math Nation California	X
Agile Mind Educational Holdings	X	California Middle School Mathematics	California Algebra 1	California Integrated Mathematics 1
Amplify Education	Amplify Desmos Math CA		Amplify Desmos Math CA	Amplify Desmos Math CA
Barobo	RoboBlocky Math		RoboBlocky Math: Algebra 1	RoboBlocky Math: Mathematics 1
Big Ideas Learning	California Math & YOU	California Math & YOU	Algebra 1 Concepts and Connections for California	Integrated Mathematics 1 Concepts and Connections for California
Carnegie Learning	California ClearMath K-5	California ClearMath 6-8	California ClearMath Algebra 1	California ClearMath Integrated Math 1
Center for Mathematics and Teaching	X	MathLinks Core	X	X
CPM Educational Program	X	Core Connections, 3rd Ed.	X	X

Paper Print
2 Students
Per device

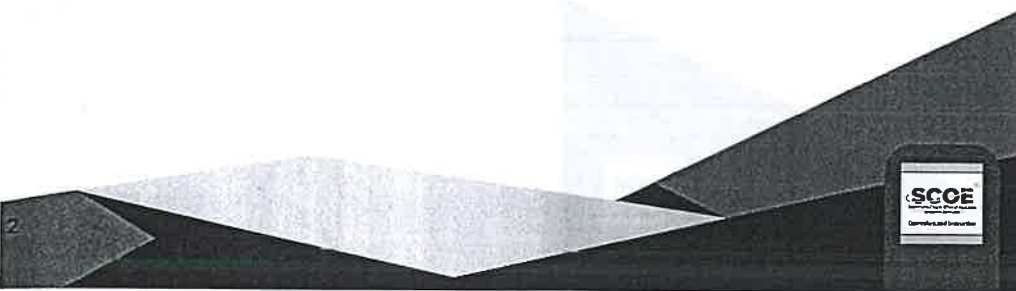
Research
Print Materials

Look @ who uses
curriculum

(*)

(*)

Only adopted for
(6-8)



Publisher	K-5	6-8	Algebra 1	Math 1
MidSchoolMath, LLC	X	Core Curriculum by MidSchool Math (5th-8th)	X	X
MIND Education	InsightMath California (K-6th)	X	X	X
Open Up Resources	Open Up Resources K-8 Math - California Standards		Open Up Algebra 1 - California Standards	Open Up Math 1
Paradigm Math, LLC	Paradigm	Paradigm	X	X
Savvas Learning Company, LLC	Envision+ California Mathematics		Envision+ California Algebra 1	Not Approved
Savvas Learning Company, LLC	Experience Math California		X	X
The Math Learning Center	Bridges in Mathematics	X	X	X
TPS	Steam into Big Ideas Mathematics		Steam into Big Ideas Algebra 1	Not Approved

Only 5-8

(*)

No

No

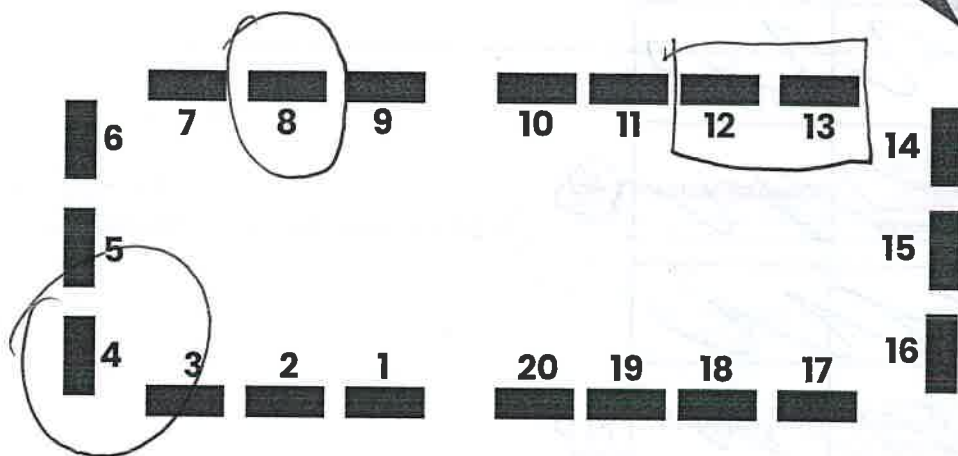
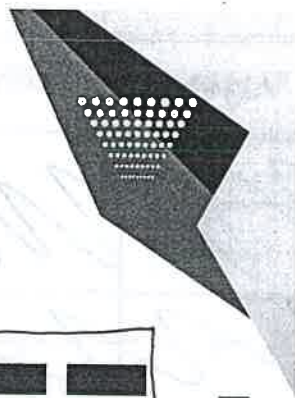
- Publishers NOT in Attendance:**
- Ed Gems Math, LLC - California EdGems Math 1, 2, and 3, Algebra 1
 - Heineman, LLC - California Math Expressions (K-6)

2025 Mathematics Instructional Materials Adoption Website
<https://www.cde.ca.gov/ci/ma/im/2025mathpublishers.asp>



Publisher Table Map

Mather Room



1-3. Accelerate (*)

4. Agile Mind

5-6. Amplify

7. Barobo

8. Big Ideas

9. Center for Math

10-11. Carnegie (*)

12-13. Curriculum Associates

14. CPM (*)

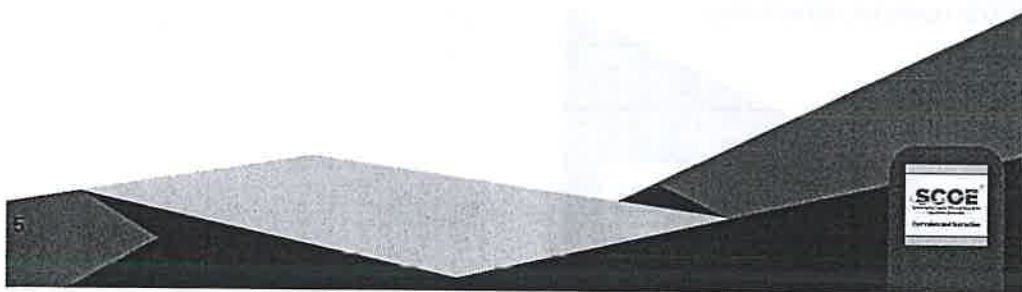
15. Great Minds - Eureka (*)

16. Imagine Learning (*) Illustrative w/ digital

17. Houghton Mifflin

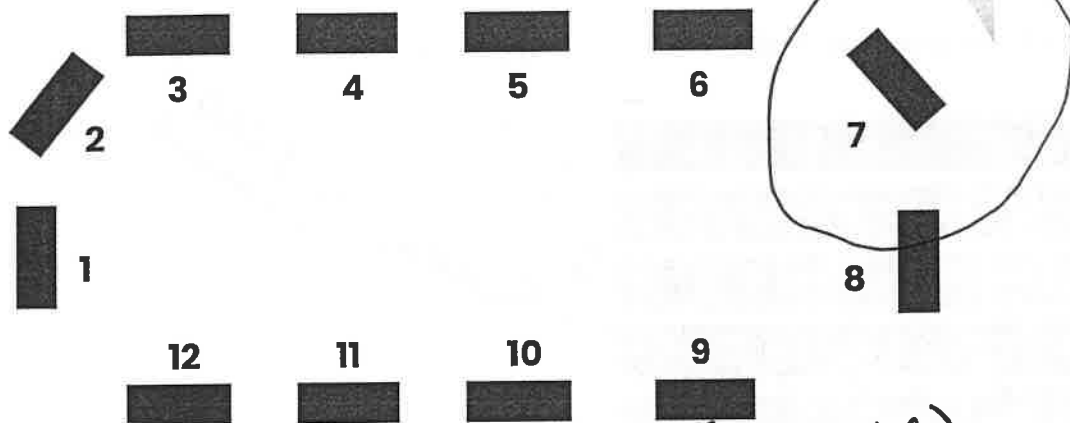
18. Innovomat (*)

19. IXL (*)



Publisher Table Map

Room A



1. Kendall Hunt - *Illustrative (NO Digital)*
2. Kiddom
3. McGraw Hill *
- 4-5. Mid School *
6. Mind Education Insight Math CA
7. Open Up Resources *
8. Paradigm
- ~~9-10. Savvas~~
11. The Math Learning Center
12. TPS

Publisher Presentation Schedule

Library

Join publishers for a 20-minute presentation on their math curriculum.

Time	Publisher
1:05 pm	Accelerate - STEMscopes
1:35 pm	Great Minds - Grades K-5
2:05 pm	Houghton Mifflin - Grades K-5
2:35 pm	Mind Education - Insight Math CA
3:05 pm	IXL
3:35 pm	Accelerate - Math Nation
4:05 pm	Great Minds - Grades 6-12
4:35 pm	Houghton Mifflin - Grades 6-12
5:05 pm	The Math Learning Center
5:35 pm	Mind Education - Insight Math CA

⊗ Eureka = TTUSD adopted

⊗ Eureka

SCOE

Publisher Presentation Schedule

Room B

Join publishers for a 20-minute presentation on their math curriculum.

Time	Publisher	
1:05 pm	Amplify	NO
1:35 pm	Curriculum Associates - Grades K-8	
2:05 pm	Kiddom	
2:35 pm	Savvas - Grades K-8	NO
3:05 pm	Curriculum Associates - Grades K-8	(X)
3:35 pm	Kiddom	
4:05 pm	Imagine Learning	(X)
4:35 pm	Amplify	NO
5:05 pm	Carnegie Learning	(X)
5:35 pm	Savvas - High School	NO

SCOE

State Office of Curriculum and Instruction

Publisher Presentation Schedule

Room C

Join publishers for a 20-minute presentation on their math curriculum.

Time	Publisher
3:05 pm	Barobo
3:35 pm	Center for Math
4:05 pm	CPM
4:35 pm	Big Ideas
5:05 pm	Agile Mind
5:35 pm	MidSchool Math



NO



SCOE

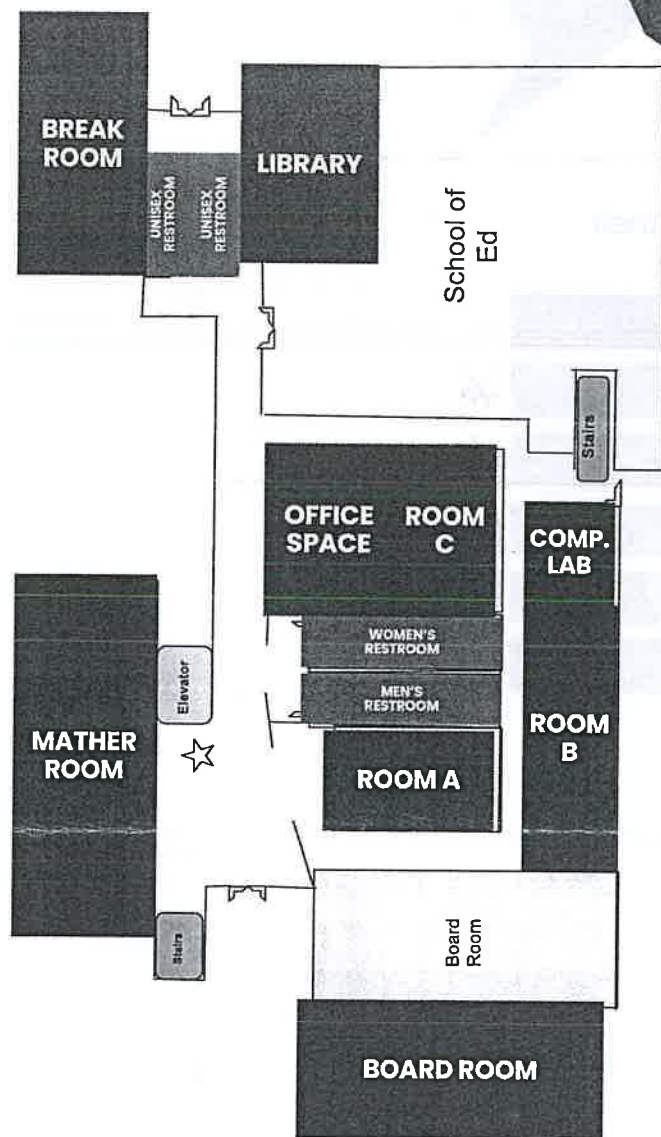
Publisher Presentation Schedule

Board Room

Join publishers for a 20-minute presentation on their math curriculum.

Time	Publisher	
3:35 pm	Innovomat	*
4:05 pm	McGraw Hill	*
4:35 pm	Paradigm	
5:05 pm	Kendall Hunt	
5:35 pm	Open Up Resource	*

Building Map



SPJUSD'S Math Curriculum Adoption Rubric (Aligned to Teacher Priorities)

Balanced = Gradual Release Model

Scoring Guide

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Does Not Meet Expectations

(*) 6-12 : Eureka² = ENGAGE NY
(*) created

PUBLISHING/CURRICULUM:

Great Minds Eureka² 2 / California

Coherent Design $\Rightarrow$ Group Learning $\Rightarrow$ Competent Learners
Collaboration

1. Conceptual Understanding + Skill Development

Criteria	1	2	3	4
Balanced Instruction (conceptual + procedural)	Program is mostly procedural or mostly conceptual	Limited balance; one area dominates	Adequate balance of conceptual and procedural learning	Strong, intentional integration of conceptual understanding, procedural fluency, and application
Fluency Foundations (multiplication, division, number line, memory strategies)	No explicit fluency support	Minimal or inconsistent fluency reinforcement	Built-in, consistent practice for foundational skills	Strong, strategic fluency progressions (e.g., bootcamps, repeated spirals, number line integration)
Concrete-Pictorial-Abstract (CPA) Progressions	CPA absent or unclear	CPA inconsistently integrated	CPA progression present across most lessons	CPA progression deeply embedded and intentional across all units

Lego blocks to ensure foundational skills are there.
So... Ready for college

6 Modules for 6-Alg¹

Fluency-Daily Spiral Review

Launch = Hook

LEARN = Collaboration, Whole Group, Independent

LAND = Exit Ticket / Debrief

2. Spiraling, Coherence, and K-12 Alignment

Criteria	1	2	3	4
Spiral Review Within Units	No spiraling; topics appear once	Irregular spiraling	Regular spiraling within lessons/units	Strong, embedded spiraling that continually revisits learning
Coherence Across Grade Levels	No vertical alignment	Weak or unclear alignment	Clear K-12 alignment in scope/sequence	Strong, intentional coherence K-12 with clear knowledge progression
Support for Prior Knowledge	No connection to prior learning	Occasional links to prior learning	Frequent attention to building on prior knowledge	Systematic revisiting and strengthening of prior knowledge

BIG

Strong Coherence Model
BIG IDEAS
UDL is built in

Student Editions: SIMPLE to COMPLEX

3. Real-World Relevance and Engagement

Criteria	1	2	3	4
Real-World Applications	Rare or superficial	Occasional relevance	Regular real-world contexts	Highly relevant, culturally responsive contexts that matter to students
Engaging Tasks	Mostly routine problems	Few engaging tasks	Some rich tasks built into units	Frequent rich tasks that promote reasoning, exploration, and engagement

FLUENCY

EL Resources

4. Hands-On, Visual, and Multimodal Learning

Criteria	1	2	3	4
Hands-On Learning	Few/no opportunities	Limited hands-on practice	Consistent use of manipulatives	Strong, structured hands-on learning; optional if schools already own tools
Visual Models and Representations	Few visuals	Some visuals; inconsistent quality	Clear, mathematical visual models	High-quality visual strategies deeply embedded
Multimodal Access	Single modality	Limited modality options	Multiple modalities present	Robust multimodal access (visual, tactile, auditory, digital)
Kid-Friendly, Clean Design	Cluttered; distracting	Some issues with layout	Clean, simple design	Highly accessible, uncluttered, intuitive student experience

5. Usability, Flexibility, and Teacher Support

Criteria	1	2	3	4
Ease of Use	Difficult to navigate	Some usability challenges	Generally easy to use	Extremely intuitive for both students and teachers
Flexibility for Teachers	Overly scripted; rigid	Minimal flexibility	Allows for moderate teacher choice	Designed for professional judgment; easily adaptable
Professional Learning Support	Minimal publisher support	Occasional PD	Strong PD options	High-quality PD, training modules, coaching supports

→ Launch
- Hook
- LEARN
- PRACTICE
- EXIT TICKETS
DAILY (format)

Students = LEARN BOOK
PRACTICE BOOK

one-on-one &
coaching P.D.
Strong

Parent Support Materials	None provided	Minimal support	Clear parent resources	Robust, multilingual, accessible parent tools
Digital + Physical Access (MUST HAVE)	One format only	Limited support for both	Both formats available	Fully integrated digital + physical ecosystem

6. Assessment for Learning

★ Rubrics based on Proficiency

Criteria	1	2	3	4
Frequent Formative Assessment	Rare checks for understanding	Occasional assessment	Regular formative assessment	Short, frequent, embedded checks that guide instruction
Standards Alignment	Poor alignment	Some alignment	Good alignment with CA standards	Strong alignment including SBAC-embedded practice
Student Self-Checking Tools	No self-checking	Limited opportunities	Some self-checking routines	Strong, embedded self-checking strategies students can use independently

Standards aligned
Pre-Ass.
Ass-After
★ REPORTS
color-colored

7. Discourse, Reasoning, and Thinking Classrooms

Criteria	1	2	3	4
Mathematical Discourse	No discourse routines	Occasional discourse engagement	Regular structured talk	Frequent, intentionally designed discourse and justification

Embedded w/ turn & talks,
group collaboration
is built into the curriculum.
★ Math Language Routines

Building Thinking Classroom (BTC) Features	No BTC-aligned practices	Some resemblance to BTC	Regular opportunities for thinking/discussion	Clear, rich BTC-aligned options (VNPS, random groups, thinking tasks)
Abstract + Concrete Thinking	Overemphasis on one mode	Limited balance	Generally balanced	Strong, research-aligned integration of concrete → abstract reasoning

How to Use This Rubric

- Score each curriculum 1–4 in each category.
- Total each category to identify strengths, gaps, and alignment with district priorities.
- Consider weighting categories if some are more important to the district (e.g., spiraling, usability, BTC alignment).

*TK-5 = Story of Units
chapter before & chapter after
(you)*

*(Fractions)
Parts & Wholes = Elementary
Ratios = middle school
H. = functions = High School*

(Year-long overview)

*- Student Editions
- Family Math page w/ step-by-step
support for families to help*

** Math Catalyst = Tier 2 & Tier 3 intervention resources*

EDUCATORS
NO

ALOT OF BOOKS! 4 volumes!

for each student

SPJUSD'S Math Curriculum Adoption Rubric (Aligned to Teacher Priorities)

Scoring Guide

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Does Not Meet Expectations

5-E Model (LESSON MODEL)

Engage
Explore Explain
Elaborate
Evaluate Intervene
Acceleration

PUBLISHING/CURRICULUM:

Accelerate Learning - K-5
STEM SCOPES

1. Conceptual Understanding + Skill Development

Criteria	1	2	3	4
Balanced Instruction (conceptual + procedural)	Program is mostly procedural or mostly conceptual	Limited balance; one area dominates	Adequate balance of conceptual and procedural learning	Strong, intentional integration of conceptual understanding, procedural fluency, and application
Fluency Foundations (multiplication, division, number line, memory strategies)	No explicit fluency support	Minimal or inconsistent fluency reinforcement	Built-in, consistent practice for foundational skills	Strong, strategic fluency progressions (e.g., bootcamps, repeated spirals, number line integration)
Concrete-Pictorial-Abstract (CPA) Progressions	CPA absent or unclear	CPA inconsistently integrated	CPA progression present across most lessons	CPA progression deeply embedded and intentional across all units

ELD Supports Emerging

QR Codes for parents to look @

2. Spiraling, Coherence, and K-12 Alignment

Criteria	1	2	3	4
Spiral Review Within Units	No spiraling; topics appear once	Irregular spiraling	Regular spiraling within lessons/units	Strong, embedded spiraling that continually revisits learning
Coherence Across Grade Levels	No vertical alignment	Weak or unclear alignment	Clear K-12 alignment in scope/sequence <i>Connects to past</i>	Strong, intentional coherence K-12 with clear knowledge progression
Support for Prior Knowledge	No connection to prior learning	Occasional links to prior learning	Frequent attention to building on prior knowledge	Systematic revisiting and strengthening of prior knowledge

?
Exists
not sure
grid.
if
said yes on
that

3. Real-World Relevance and Engagement

Criteria	1	2	3	4
Real-World Applications	Rare or superficial	Occasional relevance	Regular real-world contexts	Highly relevant, culturally responsive contexts that matter to students
Engaging Tasks	Mostly routine problems	Few engaging tasks	Some rich tasks built into units	Frequent rich tasks that promote reasoning, exploration, and engagement

4. Hands-On, Visual, and Multimodal Learning

Criteria	1	2	3	4
Hands-On Learning	Few/no opportunities	Limited hands-on practice	Consistent use of manipulatives	Strong, structured hands-on learning; optional if schools already own tools
Visual Models and Representations	Few visuals	Some visuals; inconsistent quality	Clear, mathematical visual models	High-quality visual strategies deeply embedded
Multimodal Access	Single modality	Limited modality options	Multiple modalities present	Robust multimodal access (visual, tactile, auditory, digital)
Kid-Friendly, Clean Design	Cluttered; distracting	Some issues with layout	Clean, simple design	Highly accessible, uncluttered, intuitive student experience

5. Usability, Flexibility, and Teacher Support

4 volumes for each student & teacher

Criteria	1	2	3	4
Ease of Use	Difficult to navigate	Some usability challenges	Generally easy to use	Extremely intuitive for both students and teachers
Flexibility for Teachers	Overly scripted; rigid	Minimal flexibility	Allows for moderate teacher choice	Designed for professional judgment; easily adaptable
Professional Learning Support	Minimal publisher support	Occasional PD	Strong PD options	High-quality PD, training modules, coaching supports

Parent Support Materials	None provided	Minimal support	Clear parent resources	Robust, multilingual, accessible parent tools
Digital + Physical Access (MUST HAVE)	One format only	Limited support for both	Both formats available	Fully integrated digital + physical ecosystem

6. Assessment for Learning

Criteria	1	2	3	4
Frequent Formative Assessment	Rare checks for understanding	Occasional assessment	Regular formative assessment	Short, frequent, embedded checks that guide instruction
Standards Alignment	Poor alignment	Some alignment	Good alignment with CA standards	Strong alignment including SBAC-embedded practice
Student Self-Checking Tools	No self-checking	Limited opportunities	Some self-checking routines	Strong, embedded self-checking strategies students can use independently

Multiple forms of assessment

7. Discourse, Reasoning, and Thinking Classrooms

Criteria	1	2	3	4
Mathematical Discourse	No discourse routines	Occasional discourse engagement	Regular structured talk	Frequent, intentionally designed discourse and justification

Building Thinking Classroom (BTC) Features	No BTC-aligned practices	Some resemblance to BTC	Regular opportunities for thinking/discussion	Clear, rich BTC-aligned options (VNPS, random groups, thinking tasks)
Abstract + Concrete Thinking	Overemphasis on one mode	Limited balance	Generally balanced	Strong, research-aligned integration of concrete → abstract reasoning

How to Use This Rubric

- Score each curriculum **1–4** in each category.
- Total each category to identify strengths, gaps, and alignment with district priorities.
- Consider weighting categories if some are more important to the district (e.g., spiraling, usability, BTC alignment).

SPJUSD'S Math Curriculum Adoption Rubric (Aligned to Teacher Priorities)

Scoring Guide

- 4 – Exceeds Expectations
- 3 – Meets Expectations
- 2 – Partially Meets Expectations
- 1 – Does Not Meet Expectations

*I-Ready is included
in the curriculum*
TK - Algebra I

Curriculum Associates:
PUBLISHING/CURRICULUM: CA Mathematics California = I-Ready
I-Ready Classroom Mathematics CA

1. Conceptual Understanding + Skill Development

Criteria	1	2	3	4
Balanced Instruction (conceptual + procedural)	Program is mostly procedural or mostly conceptual	Limited balance; one area dominates	Adequate balance of conceptual and procedural learning	Strong, intentional integration of conceptual understanding, procedural fluency, and application
Fluency Foundations (multiplication, division, number line, memory strategies)	No explicit fluency support	Minimal or inconsistent fluency reinforcement	Built-in, consistent practice for foundational skills	Strong, strategic fluency progressions (e.g., bootcamps, repeated spirals, number line integration)
Concrete-Pictorial-Abstract (CPA) Progressions	CPA absent or unclear	CPA inconsistently integrated	CPA progression present across most lessons	CPA progression deeply embedded and intentional across all units

2. Spiraling, Coherence, and K-12 Alignment

Start Unit w/ Big Ideas

Criteria	1	2	3	4
Spiral Review Within Units	No spiraling; topics appear once	Irregular spiraling	Regular spiraling within lessons/units	Strong, embedded spiraling that continually revisits learning
Coherence Across Grade Levels	No vertical alignment	Weak or unclear alignment	Clear K-12 alignment in scope/sequence	Strong, intentional coherence K-12 with clear knowledge progression
Support for Prior Knowledge	No connection to prior learning	Occasional links to prior learning	Frequent attention to building on prior knowledge	Systematic revisiting and strengthening of prior knowledge

In Lesson 1 Explore

3. Real-World Relevance and Engagement

Criteria	1	2	3	4
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ELD

Too much i-ready use

4. Hands-On, Visual, and Multimodal Learning

Criteria	1	2	3	4
Hands-On Learning	Few/no opportunities	Limited hands-on practice	Consistent use of manipulatives	Strong, structured hands-on learning; optional if schools already own tools
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Kid-Friendly, Clean Design	Cluttered; distracting	Some issues with layout	Clean, simple design	Highly accessible, uncluttered, intuitive student experience

5. Usability, Flexibility, and Teacher Support

Criteria	1	2	3	4 or 3
Ease of Use	Difficult to navigate	Some usability challenges	Generally easy to use	Extremely intuitive for both students and teachers
Flexibility for Teachers	Overly scripted; rigid	Minimal flexibility	Allows for moderate teacher choice	Designed for professional judgment; easily adaptable
Professional Learning Support	Minimal publisher support	Occasional PD	Strong PD options	High-quality PD, training modules, coaching supports

→ UDL Process
Multi-day Lesson
① Lesson 1 = Explore
→ Focused w/ Pre-requisite
→ Spiral Review Know & Do
→ Vocab prep.
② Lesson 2 = Develop
Grade-level
(TRY - DISCUSS - CONNECT)

Week for each lesson

③

Parent Support Materials	None provided	Minimal support	Clear parent resources	Robust, multilingual, accessible parent tools
Digital + Physical Access (MUST HAVE)	One format only	Limited support for both	Both formats available	Fully integrated digital + physical ecosystem

6. Assessment for Learning

Criteria	1	2	3	4
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I-Ready

Shore

Print & Digital Exit tickets

A+B Versions Editable PDF

7. Discourse, Reasoning, and Thinking Classrooms

Criteria	1	2	3	4
Mathematical Discourse	No discourse routines	Occasional discourse engagement	Regular structured talk	Frequent, intentionally designed discourse and justification

Built in but more traditional

Building Thinking Classroom (BTC) Features	No BTC-aligned practices	Some resemblance to BTC	Regular opportunities for thinking/discussion	Clear, rich BTC-aligned options (VNPS, random groups, thinking tasks)
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SPJUSD'S Math Curriculum Adoption Rubric (Aligned to Teacher Priorities)

Usom = 3 pages

Scoring Guide

- 4 - Exceeds Expectations
- 3 - Meets Expectations
- 2 - Partially Meets Expectations
- 1 - Does Not Meet Expectations

PUBLISHING/CURRICULUM:

1. Conceptual Understanding + Skill Development

Criteria	1	2	3	4
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$$36 \rightarrow 3 \times 6 = 18 - 1$$

innovomath - 350 people who love math.
Mar.

2 page wrap up

Shirley Mack

Extra math coach each year

Built in support
support extension

Digital mock CAA&P EXAM

Kiddom

Eureka

Warm up

number talk

guided conversation

wrap up

123 number talk

4 statistics measurement

5 Personalized practice day

Personalized for each student

Data generated

BM assessment

Eureka PD - Beg to 5 yrs out

Ready - 5 sessions / pacing for each lesson

Kiddom - practical engaging

- student in driver seat
- ? level feedback

2. Spiraling, Coherence, and K-12 Alignment

Criteria	1	2	3	4
Spiral Review Within Units	No spiraling; topics appear once	Irregular spiraling	Regular spiraling within lessons/units	Strong, embedded spiraling that continually revisits learning
Coherence Across Grade Levels	No vertical alignment	Weak or unclear alignment	Clear K-12 alignment in scope/sequence	Strong, intentional coherence K-12 with clear knowledge progression
Support for Prior Knowledge	No connection to prior learning	Occasional links to prior learning	Frequent attention to building on prior knowledge	Systematic revisiting and strengthening of prior knowledge

Everlo lego building blocks

3. Real-World Relevance and Engagement

Criteria	1	2	3	4
Real-World Applications	Rare or superficial	Occasional relevance	Regular real-world contexts	Highly relevant, culturally responsive contexts that matter to students
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*I Ready Turn/talk - I Ready
Make connections between models
Spiral review*

Real world about environment

*Assessments
Resources - live links*

*my
Process
connect*

*SBAC
State test*

Prep

4. Hands-On, Visual, and Multimodal Learning

Criteria	1	2	3	4
Hands-On Learning	Few/no opportunities	Limited hands-on practice	Consistent use of manipulatives	Strong, structured hands-on learning; optional if schools already own tools
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Kid-Friendly, Clean Design	Cluttered; distracting	Some issues with layout	Clean, simple design	Highly accessible, uncluttered, intuitive student experience

Kiddom student driven

ELD - Platform - Kiddom

5. Usability, Flexibility, and Teacher Support

dwap smetus nwr.

Criteria	1	2	3	4
Ease of Use	Difficult to navigate	Some usability challenges	Generally easy to use	Extremely intuitive for both students and teachers
Flexibility for Teachers	Overly scripted; rigid	Minimal flexibility	Allows for moderate teacher choice	Designed for professional judgment; easily adaptable
Professional Learning Support	Minimal publisher support	Occasional PD	Strong PD options	High-quality PD, training modules, coaching supports

Kiddom

Kiddom

Corey Him/Hals daily Building thinking classroom production struggle

*Structure from K to Algebra I
Kiddom*

Parent Support Materials	None provided	Minimal support	Clear parent resources	Robust, multilingual, accessible parent tools
Digital + Physical Access (MUST HAVE)	One format only	Limited support for both	Both formats available	Fully integrated digital + physical ecosystem

6. Assessment for Learning

Criteria	1	2	3	4
Frequent Formative Assessment	Rare checks for understanding	Occasional assessment	Regular formative assessment	Short, frequent, embedded checks that guide instruction
Standards Alignment	Poor alignment	Some alignment	Good alignment with CA standards	Strong alignment including SBAC-embedded practice
Student Self-Checking Tools	No self-checking	Limited opportunities	Some self-checking routines	Strong, embedded self-checking strategies students can use independently

7. Discourse, Reasoning, and Thinking Classrooms

Criteria	1	2	3	4
Mathematical Discourse	No discourse routines	Occasional discourse engagement	Regular structured talk	Frequent, intentionally designed discourse and justification

CAST Embedded Structure

English learning success form
Eureka ESOL

I really like some

Building Thinking Classroom (BTC) Features	No BTC-aligned practices	Some resemblance to BTC	Regular opportunities for thinking/discussion	Clear, rich BTC-aligned options (VNPS, random groups, thinking tasks)
Abstract + Concrete Thinking	Overemphasis on one mode	Limited balance	Generally balanced	Strong, research-aligned integration of concrete → abstract reasoning

Everyday
Eureka

How to Use This Rubric

- Score each curriculum 1–4 in each category.
- Total each category to identify strengths, gaps, and alignment with district priorities.
- Consider weighting categories if some are more important to the district (e.g., spiraling, usability, BTC alignment).

apply
 - family math page spanset
 - practice partner page
 achievement descriptors

K - algebra 60 min

(1) Warm-up

(2) activities > student driven
problem based
try to solve

(3) Lesson Syntheses
5-10 min - point out what
teacher saw, what was achieved

(4) Cool down - formative assessment
at each lesson.

auto-graded on platform

flexible printed

Narrative - tells teachers
what the lesson is about

Discussion based curriculum

EL tools

scope & sequence & pacing diagram ★★

Spiral curriculum

- games / antares / digital centers

family pre/p

completely compatible w/ google

google slides

small notes on slides to tell what is happening in large manual

change font (big for Cinu) - change students names
in problem

Kiddom

3 and ↑
AI tool for
teachers

Clip lesson / 30 min

add HW. as needed
extra practice

**PARTICIPANT
PROGRAM**



2025 SCOE Math Curriculum Fair

**December 9, 2025
1:00–6:00 p.m.
SCOE Main Building**

SCOE Sacramento County
Office of Education
Curriculum and Instruction

Welcome!



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Publisher	K-5	6-8	Algebra 1	Math 1
CPM Educational Program	X	Inspiring Connections	X	X
Curriculum Associates	Classroom Mathematics California		Classroom Mathematics California	X
Great Minds PBC	Eureka Math Squared California	Eureka Math Squared California	Eureka Math Squared California	X
HMH Education Company	HMH Into Math California	HMH Into Math California	HMH Into Math California	X
Imagine Learning	Imagine IM California	Imagine IM California	Imagine IM California	Imagine IM California
Innovamat Education	Thinking Math!	X	X	X
IXL Learning	Takeoff by IXL	X	X	X
Kendall Hunt Publishing Company	IMKH California	IMKH California: Grades 6-8	IMKH California: Algebra 1	IMKH California: Integrated Math 1
Kiddom	Kiddom IM® v.360 California	Kiddom IM® v.360 California	Kiddom IM® v.360 California Algebra 1	X
McGraw Hill, LLC	California Reveal Math K-5	California Reveal Math 6-8	California Reveal Math Algebra 1	California Reveal Math Integrated Mathematics 1

(X) #1

(X) #1

(X) With Illustrative w/ Digital get up more talk #2 platform

(X) With Illustrative - No platform

(X)

SCOE

Publisher	K-5	6-8	Algebra 1	Math 1
Accelerate Learning	STEMscopes Math California		X	X
Accelerate Learning	Math Nation California		Math Nation California	X
Agile Mind Educational Holdings	X	California Middle School Mathematics	California Algebra 1	California Integrated Mathematics 1
Amplify Education	Amplify Desmos Math CA		Amplify Desmos Math CA	Amplify Desmos Math CA
Barobo	RoboBlocky Math		RoboBlocky Math: Algebra 1	RoboBlocky Math: Mathematics 1
Big Ideas Learning	California Math & YOU	California Math & YOU	Algebra 1 Concepts and Connections for California	Integrated Mathematics 1 Concepts and Connections for California
Carnegie Learning	California ClearMath K-5	California ClearMath 6-8	California ClearMath Algebra 1	California ClearMath Integrated Math 1
Center for Mathematics and Teaching	X	MathLinks Core	X	X
CPM Educational Program	X	Core Connections, 3rd Ed.	X	X

(*)

(*) Only adopted for (6-8)

Publisher	K-5	6-8	Algebra 1	Math 1
MidSchoolMath, LLC	X	Core Curriculum by MidSchool Math (5th-8th)	X	X
MIND Education	InsightMath California (K-6th)	X	X	X
Open Up Resources	Open Up Resources K-8 Math - California Standards		Open Up Algebra 1 - California Standards	Open Up Math 1
Paradigm Math, LLC	Paradigm	Paradigm	X	X
Savvas Learning Company, LLC	Envision+ California Mathematics		Envision+ California Algebra 1	Not Approved
Savvas Learning Company, LLC	Experience Math California		X	X
The Math Learning Center	Bridges in Mathematics	X	X	X
TPS	Steam into Big Ideas Mathematics		Steam into Big Ideas Algebra 1	Not Approved

Only 5-8

(*)

No

No

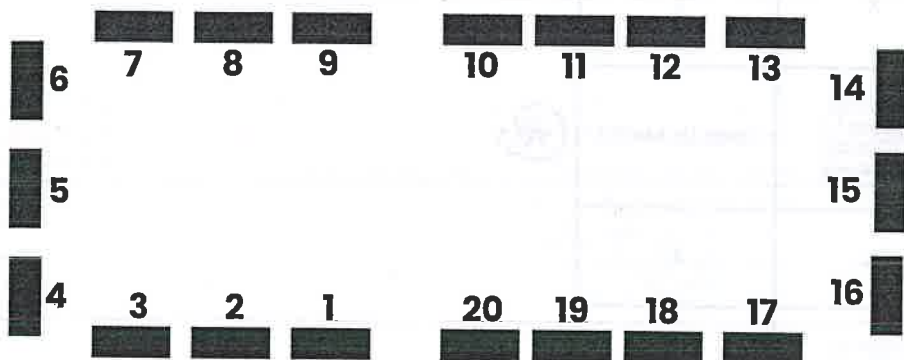
- Publishers NOT in Attendance:**
- Ed Gems Math, LLC - California EdGems Math 1, 2, and 3, Algebra 1
 - Heineman, LLC - California Math Expressions (K-6)

2025 Mathematics Instructional Materials Adoption Website
<https://www.cde.ca.gov/ci/ma/im/2025mathpublishers.asp>



Publisher Table Map

Mather Room



1-3. Accelerate (*)

4. Agile Mind

5-6. Amplify

7. Barobo

8. Big Ideas

9. Center for Math

10-11. Carnegie (*)

12-13. Curriculum Associates

14. CPM (*)

15. Great Minds - Eureka (*)

16. Imagine Learning (*) Illustrative w/ digital

17. Houghton Mifflin

18. Innovomat (*)

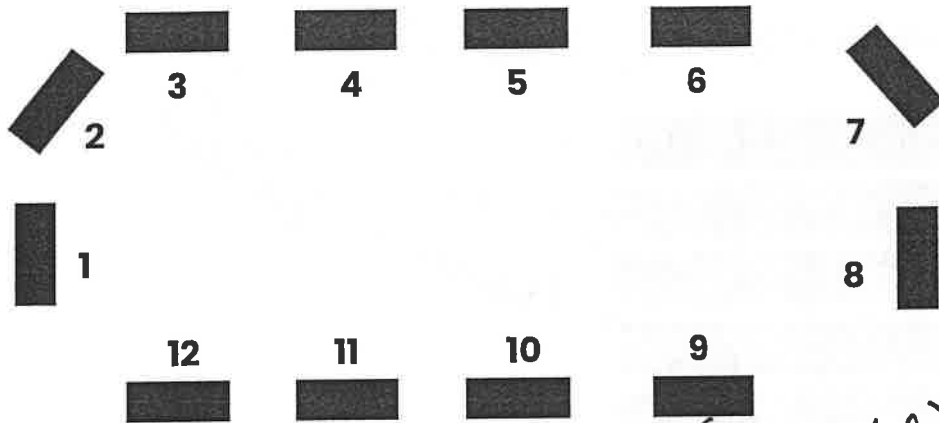
19. IXL (*)

SCOE

Statewide Curriculum Oversight and Evaluation

Publisher Table Map

Room A



1. Kendall Hunt - *Illustrative (NO digital)*
2. Kiddom
3. McGraw Hill *
- 4-5. Mid School *
6. Mind Education Insight Math CA
7. Open Up Resources *
8. Paradigm
- ~~9-10. Savvas~~
11. The Math Learning Center
12. TPS

Publisher Presentation Schedule

Library

Join publishers for a 20-minute presentation on their math curriculum.

Time	Publisher
1:05 pm	Accelerate - STEMscopes
1:35 pm	Great Minds - Grades K-5
2:05 pm	Houghton Mifflin - Grades K-5
2:35 pm	Mind Education - Insight Math CA
3:05 pm	IXL
3:35 pm	Accelerate - Math Nation
4:05 pm	Great Minds - Grades 6-12
4:35 pm	Houghton Mifflin - Grades 6-12
5:05 pm	The Math Learning Center
5:35 pm	Mind Education - Insight Math CA

1 - algebra 1
2R code
4 volumes
Hook - Real world
Eureka = TTUSD adopted

activity
math chart
exit ticket
practice

* Eureka

low flow
high exit
the 5E + 1A Lesson Model
engage
explore explain
elaborate



evaluate
intention
accelerate
vertical alignment
old supports
STEM Scope

Publisher Presentation Schedule

Room B

Join publishers for a 20-minute presentation on their math curriculum.

Time	Publisher	
1:05 pm	Amplify	NO
1:35 pm	Curriculum Associates - Grades K-8	
2:05 pm	Kiddom	* - went to presentation
2:35 pm	Savvas - Grades K-8	NO
3:05 pm	Curriculum Associates - Grades K-8	*
3:35 pm	Kiddom	
4:05 pm	Imagine Learning	*
4:35 pm	Amplify	NO
5:05 pm	Carnegie Learning	*
5:35 pm	Savvas - High School	NO

- * Kiddom w/ illustrative math
- all given on ed reports K-8
- * * *
- mini / printed / CA from

spiral curriculum

SCOE
Standardized Curriculum
Endorsement and Certification

Publisher Presentation Schedule

Room C

Join publishers for a 20-minute presentation on their math curriculum.

Time	Publisher
3:05 pm	Barobo
3:35 pm	Center for Math
4:05 pm	CPM
4:35 pm	Big Ideas
5:05 pm	Agile Mind
5:35 pm	MidSchool Math



NO



3:05- Barobo

3:35- Innovomat



Publisher Presentation Schedule

Board Room

Join publishers for a 20-minute presentation on their math curriculum.

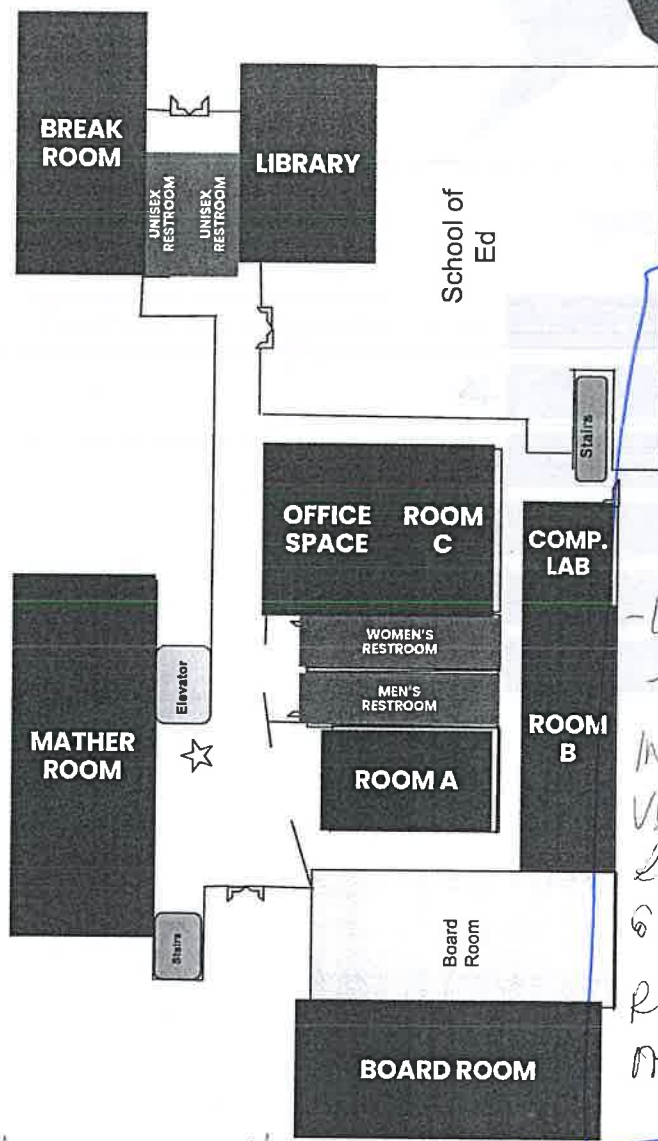
Time	Publisher	
3:35 pm	Innovomat	*
4:05 pm	McGraw Hill	*
4:35 pm	Paradigm	
5:05 pm	Kendall Hunt	
5:35 pm	Open Up Resource	*

I - Ready

- math discussions
- Cal framework
- K - A1.
- all spanish

SCOE

Building Map



Eureka

- gradual release module

- transform

- Lego blocks

- Building dupes -  stick together

- Research - students not prepared

- Foundational skills in math

- Conceptual understanding

Eureka Math² Cal.

- Universal design for learning

TK-5 - a stay of cent

Horizontal

Vertical across ↑

Look for year long curriculum

6TK-5 (at table)

Routines / consistency - used over & over.

Different modules

SCCE

1. Conceptual Understanding & Skill Development

Look-fors (circle all that apply):

- Fluency built over time
- Learning progressions visible
- Math application is beyond rote practice

Overall rating: 1 2 3 4

Notes:

Students were engaged with the hands-on activities and visual models included throughout the curriculum. The lessons built strong number sense and provided multiple opportunities for students to explain their thinking. The layout of the materials was easy for first graders to follow independently and supported a variety of learning styles. Vocabulary development and mathematical discussions were naturally embedded into daily instruction.

2. Coherence & Spiraling

Look-fors:

- Skills usually revisited within units
- Very clear unit-to-unit connections
- Grade-to-grade coherence obvious
- Prior knowledge activated in every lesson

Overall rating: 1 2 3 4

Notes:

The curriculum followed a logical sequence that supported student understanding and skill development. Although I only thought 2 units from the curriculum, I browsed the teacher manual to see if concepts continued throughout the year. Concepts were introduced gradually with appropriate scaffolding and meaningful review opportunities.

Within each lesson of the unit, students were able to build on prior knowledge and make connections between lessons. The pacing felt appropriate for first grade learners and supported long-term retention of concepts.

Evaluation
from
The Pilots
Sheets

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts
- Several Non-routine tasks
- Student curiosity encouraged regularly
- Many culturally relevant examples

Overall rating: 1 2 3 4

Notes:

Students responded positively to the interactive components, visuals, and collaborative activities. The structure and presentation of materials kept students engaged and encouraged participation from a wide range of learners. Students appeared motivated and confident during lessons.

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition
- Visual models used intentionally
- Multiple access points throughout each unit
- Clean, student-friendly layout

Overall rating: 1 2 3 4

Notes:

The program provided strong visual supports and hands-on opportunities that benefited first grade learners. Manipulatives, models, and interactive activities helped students access concepts in multiple ways.

5. Usability & Teacher Support

Look-fors:

- Easy to navigate
- Flexible pacing / pathways
- Strong teacher guidance
- Family resources included

Overall rating: 1 2 3 4

Notes:

At first the teacher manuals were a bit overwhelming. They are lengthy and detailed, but provide clear expectations on what to teach and how to do it.. Lessons included clear directions, pacing guidance, and accessible resources for differentiation. Preparation time was manageable, although I would need to spend some time exploring the online resources more in depth. The curriculum supported both whole-group and small-group instruction effectively.

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding
- Clear standards progressions
- Student self-checking tools
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 3 4

Notes:

Although I only found the summative assessments online and not among the printed copies of teacher resources, they did align well to the instruction and practice for each unit. Informal checks for understanding and built-in practice opportunities helped monitor student progress throughout lessons. Assessments provided useful information for reteaching and intervention planning.

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

Overall rating: 1 2 3 4

Notes:

The curriculum supported a range of learners through visual supports, collaborative learning opportunities, and differentiated activities. Students were encouraged to explain their reasoning and engage in productive mathematical conversations.

Lane
3rd

Curriculum Clear Math

1. Conceptual Understanding & Skill Development

Look-fors (circle all that apply):

- Fluency built over time
- Learning progressions visible
- Math application is beyond rote practice

- interested to see how it would build year after year.

Overall rating: 1 2 3 4

Notes:

Reflect in workbook

- Basic ~~★~~ - student rate
- grade level ~~★~~
- Beyond ~~★~~ challenge

2. Coherence & Spiraling

Look-fors:

- ✓ Skills usually revisited within units *meeting*
- ✓ Very clear unit-to-unit connections *yes*
- ✓ Grade-to-grade coherence obvious
- Prior knowledge activated in every lesson *just OK*

Overall rating: 1 2 3 4

Notes:

Slideshow at end for cool down - beginning meet

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts ✓
- Several Non-routine tasks ✓
- Student curiosity encouraged regularly ✓
- Many culturally relevant examples

Overall rating: 1 2 3 4

Notes:

Impressive; student engagement is great

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition ✓
- Visual models used intentionally ✓
- Multiple access points throughout each unit ✓
- Clean, student-friendly layout

Overall rating: 1 2 3 4

Notes:

Student really like the lessons
teacher friendly - smartboard lessons have
great flow

5. Usability & Teacher Support

Look-fors:

- Easy to navigate ✓
- Flexible pacing / pathways ✓
- Strong teacher guidance ✓
- Family resources included ✓

need to utilize more of

Overall rating: 1 2 3 4

Notes:

I like it. Easy to follow slideshows

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding ✓
- Clear standards progressions ✓
- Student self-checking tools ✓
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 3 4

Built in to most lessons

Notes:

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

Overall rating: 1 2 3 4

Notes:

--

Curriculum _____ Clear Math _____

1. Conceptual Understanding & Skill Development

Look-fors (circle all that apply):

- Fluency built over time
- Learning progressions visible
- Math application is beyond rote practice

Overall rating: 1 2 3 4

Notes:

I would give this curriculum a 3 for the three bullet points. I thought the check before each topic was helpful. I started in a middle standard and it was helpful to see the skills students would need to be successful.
I found alot of deep thinking around the topic.

2. Coherence & Spiraling

Look-fors:

- Skills usually revisited within units
- Very clear unit-to-unit connections
- Grade-to-grade coherence obvious
- Prior knowledge activated in every lesson

Overall rating: 1 2 3 4

Notes:

This topic I would give a score of 4. It was very clear what the skills for success were. I looked at grades 2 and 4 and could find skills that had been built upon.

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts
- Several Non-routine tasks
- Student curiosity encouraged regularly
- Many culturally relevant examples

Overall rating: 1 2 **3** 4

Notes:

Not a large amount of authentic text. Pretty basic stories however they had alot of interesting activities that were engaging. Rating 3

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition
- Visual models used intentionally
- Multiple access points throughout each unit
- Clean, student-friendly layout

Overall rating: 1 2 **3** 4

Notes:

The games and activities had a tutorial that could be assigned to students to engage them in the activity. This was helpful if students needed to review the activities. Rating 3

5. Usability & Teacher Support

Look-fors:

- Easy to navigate
- Flexible pacing / pathways
- Strong teacher guidance
- Family resources included

Overall rating: 1 2 3 **4**

Notes:

I found the platform easy to use and had multiple places to find resources. The student workbooks were found both digitally as well as a paper version to send home. For the fourth graders I just copied the tasks I wanted them to complete without using the workbook. The parent letter was helpful in letting parents know what their children were learning. Score 4

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding
- Clear standards progressions
- Student self-checking tools
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 **3** 4

Notes:

I used the online tool. This would benefit students who will be taking CAASSP tests as the format seemed similar. Score 3

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

Overall rating: 1 2 **3** 4

Notes:

I really liked this curriculum . I found it to be user friendly . A substitute could easily manage using it and it was not overwhelming. The standards covered seemed sequential. I would rate this overall a 3.

Curriculum

Clear Math

Hang
4th

1. Conceptual Understanding & Skill Development

Look-fors (circle all that apply):

- ☒ Fluency built over time
- ☐ Learning progressions visible
- ☐ Math application is beyond rote practice

Overall rating: 1 2 3 4

Notes:

2. Coherence & Spiraling

Look-fors:

- ☒ Skills usually revisited within units
- ☐ Very clear unit-to-unit connections
- ☐ Grade-to-grade coherence obvious
- ☐ Prior knowledge activated in every lesson

Overall rating: 1 2 3 4

Notes:

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts
- Several Non-routine tasks
- Student curiosity encouraged regularly
- Many culturally relevant examples

Overall rating: 1 2 3 4

Notes:

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition
- Visual models used intentionally
- Multiple access points throughout each unit
- Clean, student-friendly layout

Overall rating: 1 2 3 4

Notes:

5. Usability & Teacher Support

Look-fors:

- Easy to navigate
- Flexible pacing / pathways
- Strong teacher guidance
- Family resources included

Overall rating: 1 2 3 4

Notes:

Liked parent lessons

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding
- Clear standards progressions
- Student self-checking tools
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 3 4

Notes:

Like both online & paper pencil option
for assessment

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

Overall rating: 1 2 3 4

Notes:

--

1. Conceptual Understanding & Skill Development

Look-fors (circle all that apply):

- Fluency built over time
- Learning progressions visible
- Math application is beyond rote practice

Overall rating: 1 2 3 4

Notes:

While the curriculum includes strong technology integration and digital learning opportunities, many of my first grade students struggled to independently access the material due to the amount of reading and complex wording. Lessons often relied heavily on multiple-choice formats rather than hands-on conceptual exploration. I frequently needed to supplement instruction with manipulatives, visuals, and additional activities.

2. Coherence & Spiraling

Look-fors:

- Skills usually revisited within units
- Very clear unit-to-unit connections
- Grade-to-grade coherence obvious
- Prior knowledge activated in every lesson

Overall rating: 1 2 3 4

Notes:

The curriculum followed a structured progression of standards; however, the pacing and presentation were often difficult for my little ones to follow. Students struggled moving independently from question to question within lessons and activities. Many concepts required additional teacher clarification and reteaching.

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts
- Several Non-routine tasks
- Student curiosity encouraged regularly
- Many culturally relevant examples

Overall rating: 1 2 3 4

Notes:

Although the technology-based format may appeal to older students, first graders showed lower levels of engagement with the layout and presentation. The lessons were often text-heavy and less visually inviting for 1st graders.

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition
- Visual models used intentionally
- Multiple access points throughout each unit
- Clean, student-friendly layout

Overall rating: 1 2 3 4

Notes:

The curriculum relied heavily on screen-based and multiple-choice activities with limited built-in hands-on learning opportunities. First grade students required significant supplementation with manipulatives, visual models, and kinesthetic activities to fully understand concepts.

5. Usability & Teacher Support

Look-fors:

- Easy to navigate
- Flexible pacing / pathways
- Strong teacher guidance
- Family resources included

Overall rating: 1 2 3 4

Notes:

While the curriculum offers a comprehensive digital platform, I don't often use that to teach. I often had to create or locate additional practice materials and hands-on activities to support instruction. The program did not provide enough independent practice opportunities appropriate for first grade learners.

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding
- Clear standards progressions
- Student self-checking tools
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 3 4

Notes:

Assessment opportunities were present throughout the curriculum, but they relied heavily on multiple-choice questioning formats that did not always provide a full picture of student understanding. Young learners sometimes struggled to demonstrate conceptual thinking through the digital assessments alone.

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

Overall rating: 1 2 3 4

Notes:

The curriculum would benefit from more built-in supports for emerging readers and hands-on learners.

Curriculum Math Nation**1. Conceptual Understanding & Skill Development**

Look-fors (circle all that apply):

- Fluency built over time
- Learning progressions visible
- Math application is beyond rote practice

Overall rating: 1 2 3 4

Notes:

Graphics boring. Fluency is decent but no spiraling or progression

2. Coherence & Spiraling

Look-fors:

- Skills usually revisited within units
- Very clear unit-to-unit connections
- Grade-to-grade coherence obvious
- Prior knowledge activated in every lesson

Overall rating: 1 2 3 4

Notes:

There is grade-to-grade. Can look at other grade levels to see progression.

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts
- Several Non-routine tasks
- Student curiosity encouraged regularly
- Many culturally relevant examples

Overall rating: 1 2 3 4

Notes:

None or very little

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition
- Visual models used intentionally
- Multiple access points throughout each unit
- Clean, student-friendly layout

Overall rating: 1 2 3 4

Notes:

Not student friendly. Not engaging for students

5. Usability & Teacher Support

Look-fors:

- Easy to navigate
- Flexible pacing / pathways
- Strong teacher guidance
- Family resources included

Overall rating: 1 2 3 4

Notes:

The presentations were PPT not able to put into Google slides & couldn't put in Google classroom

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding
- Clear standards progressions
- Student self-checking tools
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 3 4

Notes:

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

Overall rating: 1 2 3 4

Notes:

Not as clear about when to embed math talks

Lane
②

Curriculum Math Nation

1. Conceptual Understanding & Skill Development

Look-fors (circle all that apply):

- Fluency built over time
- Learning progressions visible
- Math application is beyond rote practice

Overall rating: 1 2 3 4

Notes:

2. Coherence & Spiraling

Look-fors:

- Skills usually revisited within units - *lacked*
- Very clear unit-to-unit connections
- Grade-to-grade coherence obvious (*not too sure*)
- Prior knowledge activated in every lesson
only spiral w/ morning meetings

Overall rating: 1 2 3 4

Notes:

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts
- Several Non-routine tasks
- Student curiosity encouraged regularly → +
- Many culturally relevant examples - obscure names - unknown

Overall rating: 1 2 3 4

Notes:

Unsure about answering scripted questions right
Lots of erasing & wanting to write scripted answers

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition
- Visual models used intentionally
- Multiple access points throughout each unit 2- per 5 lessons
- Clean, student-friendly layout

Overall rating: 1 2 3 4

Notes:

Lots of writing | Students called it Writing
nation

5. Usability & Teacher Support

Look-fors:

- Easy to navigate
- Flexible pacing / pathways
- Strong teacher guidance
- Family resources included -

Overall rating: 1 2 3 4

Notes:

OK to navigate. Like to know more about how to schedule / plan days off

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding
- Clear standards progressions
- Student self-checking tools
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 3 4 ?

Notes:

Not enough throughout unit that I see

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks ✓
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

too scripted

so much writing

Overall rating: 1 2 3 4

Notes:

Too much writing in all. / Shut kids off

Curriculum Math Nation

1. Conceptual Understanding & Skill Development

Look-fors (circle all that apply):

- Fluency built over time
- Learning progressions visible
- Math application is beyond rote practice

Overall rating: 1 2 3 4

Notes:

Fluency had to have been built over time. Students were adding and subtracting within 1000. The steps were clear, reviewing $+$ $-$ 10, 100, 1000. The progress was easy to anticipate. Fairly predictable for students. The Math application was beyond rote practice as they gave students multiple opportunities to show how they came up with their answer.

2. Coherence & Spiraling

Look-fors:

- Skills usually revisited within units
- Very clear unit-to-unit connections
- Grade-to-grade coherence obvious
- Prior knowledge activated in every lesson

Overall rating: 1 2 3 4

Notes:

Using base 10 as the launching point was clear with this curriculum. At times it just seemed repetitive. Lots of empty space to write their answer. This skill is one that is revisited in multiple areas. I am wondering if that would be true in some other areas for instance, time or money. How would that look like?

3. Engagement & Real-World Relevance

Look-fors:

- Many authentic contexts
- Several Non-routine tasks
- Student curiosity encouraged regularly
- Many culturally relevant examples

Overall rating: 1 2 3 4

Notes:

This is the area I found to be a little flat. The work book was rather boring. Not alot to it. Rather bare bones. It did have some inviting "Notice and wonder" moments. However this area was lacking.

4. Visual, Hands-On, & Multimodal Learning

Look-fors:

- Manipulatives suggested in Teacher Edition
- Visual models used intentionally
- Multiple access points throughout each unit
- Clean, student-friendly layout

Overall rating: 1 2 3 4

Notes:

The layout was clear and friendly although a bit drab. The visual models were appealing but the on line piece was rather traditional. Base 10 blocks were the standard tool used in this section

5. Usability & Teacher Support

Look-fors:

- Easy to navigate
- Flexible pacing / pathways
- Strong teacher guidance
- Family resources included

Overall rating: 1 2 3 4

Notes:

I did find it easy to navigate. We worked on one skill/standard so I am not certain about the flexible pacing piece. There was easy access to tutorials for families. A QR code could be easily used to aide instruction. The guiding tips were helpful as well.

6. Assessment for Learning

Look-fors:

- Frequent formative checks for understanding
- Clear standards progressions
- Student self-checking tools
- Feedback through assessment supports instructional decision making

Overall rating: 1 2 3 4

Notes:

The lesson format warm-up, explore 1, explore 2, synthesis and cool down allowed for various opportunities for understanding checks. The assessment was rather straightforward, easy to follow.

7. Discourse, Reasoning & Thinking Classrooms

Look-fors:

- Many structured math talks
- Student justification required for concepts and procedures
- Robust problem-solving tasks
- Can be used with BTC or other discourse practices

Overall rating: 1 2 3 4

Notes:

lots of time to "discuss your thinking with your partner!"
What do you notice what do you wonder. could easily compliment
building thinking classrooms or number talks very similar. there
was not alot of fluff with this curriculum very basic but
easy to use.



436 Seventh Ave, Suite 200
Pittsburgh, PA 15219
(888) 851-7094
Send Payment to: PO Box 646003, Pittsburgh, PA 15264
salessupportmailbox@carnegielearning.com

QUOTE NO: Q-69212

DATE: 5/15/2026
EXPIRES ON: 6/30/2026

CONTACT INFORMATION		
Sierra-Plumas Joint Unified School District 109 Beckwith St. Loyalton, CA, 96118	Megan Meschery Principal 5309934454 mmeschery@spjUSD.org	Cat Price Account Manager (214) 356-0495 cprice@carnegielearning.com

TK Materials

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Transitional Kindergarten - Classroom Bundle Transitional Kindergarten	Print Student Playmat Book, Print Teacher's Implementation Guide, Manipulatives Kit, and Teacher Digital License for term	8 Yrs	1	USD 1,800.00
• California ClearMath 1e Transitional Kindergarten - Student Playmat Book	Print California Student Playmat Book		20	Included
• California ClearMath 1e Transitional Kindergarten - Teacher's Implementation Guide	Print California Teacher's Implementation Guide		1	Included
• California ClearMath 1e Digital Course Transitional Kindergarten - Teacher Edition	California Digital Course - Teacher	8 Yrs	1	Included
• ClearMath - Manipulatives Kit Transitional Kindergarten	Manipulatives Kit		1	Included
California ClearMath 1e Transitional Kindergarten - Student Playmat Book	Print California Student Playmat Book		5	USD 175.00
California ClearMath 1e Transitional Kindergarten - Teacher's Implementation Guide	Print California Teacher's Implementation Guide		1	USD 163.75
California ClearMath 1e Digital Course Transitional Kindergarten - Teacher Edition	California Digital Course - Teacher	8 Yrs	1	USD 163.75
TK Materials TOTAL:				USD 2,302.50

K-5 Materials

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
California ClearMath Elementary 1e Expanded - Bundle	Student Digital Course, MATHia Adventure Student License (both licenses for term); Print Student Resource Book, Print Practice Book (both books consumable, refilled for term)	8 Yrs	300	USD 88,497.00
• California ClearMath Elementary 1e - Student Resource Book	Print California Student Resource Book	8 Yrs	300	Included

ITEM	DESCRIPTION	TERM	UNITS	NET TOTAL
• California ClearMath Elementary 1e - Student Practice Book	Print California Student Practice	8 Yrs	300	Included
• California ClearMath Elementary 1e Digital Course - Student Edition	California Digital Course - Student	8 Yrs	300	Included
• MATHia Adventure Student License	MATHia Adventure per Student License	8 Yrs	300	Included
California ClearMath Elementary 1e Teacher Implementation Package	Teacher Digital Course (license for term), Print Teacher Implementation Guide (first year only)	8 Yrs	11	USD 1,167.10
• California ClearMath Elementary 1e - Teacher's Implementation Guide	Print California Teacher's Implementation Guide		11	Included
• California ClearMath Elementary 1e Digital Course - Teacher Edition	California Digital Course - Teacher	8 Yrs	11	Included
K-5 Materials TOTAL:				USD 89,664.10

SUBTOTAL:	USD 91,966.60
SHIPPING AND HANDLING:	USD 3,927.92
ESTIMATED SALES TAX:	USD 2,833.77
TOTAL:	USD 98,728.29

TERMS AND CONDITIONS

- The attached quotation is confidential and proprietary information not to be distributed or shared by the Customer.
- By accepting this quote, Customer accepts Carnegie Learning, Inc.'s Terms of Use policy available at: <http://www.carnegielearning.com/terms-of-use>
- Prices are subject to change without notice.
- Quote is valid for 30 days.
- Quoted sales tax is an estimate. Sales Tax is subject to change based on shipping locations and rates at the time of order processing.
- Please include your tax exempt certificate with your purchase order. The Carnegie Learning Federal Tax ID# is 25-1805640.
- Payment Terms: Net 30 Days. Payment of entire invoice amount is required within 30 days from invoice date.
- All media sold by Carnegie Learning, Inc. are sold on a non-returnable basis. The only exceptions to this policy are:
 - Media received that was not ordered (wrong title, wrong quantity). Materials must be in original shrink wrap, if applicable, and not used.
 - Media received in a damaged condition that would render it unsuitable for use.
 - Customer is responsible to inspect textbook shipments and report any textbook quantity, title or damage issues within 45 days of receipt. Failure to report issues within the 45 days could result in additional return fees.
- Carnegie Learning, Inc. is under no obligation to accept return requests after 45 days of customer receipt of order.
- Customer is responsible for expedited shipping costs that fall outside of our standard delivery process. All textbooks carry a standard shipping time frame of 4-6 weeks. Shipments will occur earlier if stock is available.
- Multi-year licenses run consecutively from license activation date.
- The school district is responsible for providing all hardware necessary to run the software, as specified in CLI's Systems Requirements (available at <http://carnegielearning.com/support>). Prices do not include hardware.
- All Professional Development services purchased expire at the term of this agreement. Standalone Professional Development purchases will expire one year from the purchase date.
- An additional credit card fee of 2.5% of total before sales tax will be applied if customer decides to pay by credit card.

- All credit memos and credit balances that exceed 120 days old will first be applied to any existing balances. After application, any remaining credit balance will be refunded via a check. Carnegie Learning will mail the check to the address on file.

EMC SCHOOL AND MONDO EDUCATION ARE PART OF CARNEGIE LEARNING

KOPPERS BLDG, 436 SEVENTH AVE, SUITE 200, PITTSBURGH, PA 15219

Phone 888.851.7094 + Fax 412.690.2444 + www.carnegielearning.com

QUOTE

Grand Total (USD)
\$11,550.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8029
Estimate Date: April 27, 2026
Valid Until: June 30, 2026
Grand Total (USD): \$11,550.00

ITEMS	QUANTITY	PRICE	AMOUNT
TryDrones 6 TryDrones Build Kits + curriculum for 24 students	1	\$9,750.00	\$9,750.00
TryDrones Arena Tent, netting, obstacles, and camera mounts for safe flying practice and competition	1	\$1,500.00	\$1,500.00
Shipping & Handling Fully insured shipping	1	\$300.00	\$300.00
Grand Total (USD):			\$11,550.00

Notes / Terms

Lifetime (Perpetual) License

Each TryDrones comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Order Processing

Items will typically arrive within 7 to 10 days after receiving your order. When your order has shipped, the primary contact will receive an email with the shipment tracking number. Orders may ship in multiple packages, in which case multiple tracking emails will be received. Please inform your LocoRobo contact if you have a shipping deadline.

Warranty



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

TryDrones hardware comes with a no-questions-asked 3-month warranty that includes 1 full replacement per product and shipping costs. The warranty period begins on the first day of class with the students and is valid and activated with the product registration form. Class sets must be registered for warranty activation within 1 week of the first day of student use in order to be eligible for warranty coverage. Warranty activation covers the entire class set.

TryDrones hardware warranties are only valid with the complete and proper use of the TryDrones Competition Arena.

Return Policy

In order for your LocoRobo products to be eligible for a return, please make sure that the products were purchased from LocoRobo in the last 90 days.

Returned items should be in resalable condition and must be returned in original packaging. Products which have been opened are subject to a 20% restocking fee that is to be deducted from the refund. LocoRobo will inspect the return content for damaged or missing items and reserves the right to deduct an additional amount of the refund depending on the condition of the returned items.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$13,550.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8030
Estimate Date: April 27, 2026
Valid Until: June 30, 2026
Grand Total (USD): \$13,550.00

ITEMS	QUANTITY	PRICE	AMOUNT
LocoDrone X Advanced drone build kit + Telemetry radio + 5 curriculum licenses for building and testing	1	\$4,500.00	\$4,500.00
LocoDrone X Add-On Additional drone build kit + 5 additional curriculum licenses	4	\$2,200.00	\$8,800.00
Shipping & Handling Fully insured shipping	1	\$250.00	\$250.00
Grand Total (USD):			\$13,550.00

Notes / Terms

Lifetime (Perpetual) License

Each LocoDroneX comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Order Processing

Items will typically arrive within 7 to 10 days after receiving your order. When your order has shipped, the primary contact will receive an email with the shipment tracking number. Orders may ship in multiple packages, in which case multiple tracking emails will be received. Please inform your LocoRobo contact if you have a shipping deadline.



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

Warranty

LocoDroneX hardware comes with a no-questions-asked 3-month warranty that includes 1 full replacement per product and shipping costs. The warranty period begins on the first day of class with the students and is valid and activated with the product registration form. Class sets must be registered for warranty activation within 1 week of the first day of student use in order to be eligible for warranty coverage. Warranty activation covers the entire class set.

LocoDroneX hardware warranties are only valid with the complete and proper use of the safety rope harness provided.

Return Policy

In order for your LocoRobo products to be eligible for a return, please make sure that the products were purchased from LocoRobo in the last 90 days.

Returned items should be in resalable condition and must be returned in original packaging. Products which have been opened are subject to a 20% restocking fee that is to be deducted from the refund. LocoRobo will inspect the return content for damaged or missing items and reserves the right to deduct an additional amount of the refund depending on the condition of the returned items.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
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Items	Quantity	Price	Amount
LiDAR for LocoDrone X (full curriculum included)	1	\$2,500.00	\$2,500.00
Environmental Sensor for LocoDrone X (full curriculum included)	1	\$1,000.00	\$1,000.00
Wind Sensor for LocoDrone X (full curriculum included)	1	\$1,500.00	\$1,500.00
LocoAI Add-on for LocoDrone X (full curriculum included)	1	\$2,000.00	\$2,000.00
Thermal Camera For LocoDrone X (full curriculum included)	1	\$8,000.00	\$8,000.00

QUOTE

Grand Total (USD)
\$12,120.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8031
Estimate Date: April 27, 2026
Valid Until: June 30, 2026
Grand Total (USD): **\$12,120.00**

ITEMS	QUANTITY	PRICE	AMOUNT
Drone Fundamentals 6 outdoor drones + 6 drone cases + 25 lifetime student licenses for Drone Fundamentals	1	\$12,000.00	\$12,000.00
Shipping & Handling Fully insured shipping	1	\$120.00	\$120.00
Grand Total (USD):			\$12,120.00

Notes / Terms

Lifetime (Perpetual) License

Each Drone Fundamentals license comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Order Processing

Items will typically arrive within 7 to 10 days after receiving your order. When your order has shipped, the primary contact will receive an email with the shipment tracking number. Orders may ship in multiple packages, in which case multiple tracking emails will be received. Please inform your LocoRobo contact if you have a shipping deadline.

Warranty



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$12,120.00

Drones Fundamentals hardware comes with a no-questions-asked 3-month warranty that includes 1 full replacement per product and shipping costs. The warranty period begins on the first day of class with the students and is valid and activated with the product registration form. Class sets must be registered for warranty activation within 1 week of the first day of student use in order to be eligible for warranty coverage. Warranty activation covers the entire class set.

Return Policy

In order for your LocoRobo products to be eligible for a return, please make sure that the products were purchased from LocoRobo in the last 90 days.

Returned items should be in resalable condition and must be returned in original packaging. Products which have been opened are subject to a 20% restocking fee that is to be deducted from the refund. LocoRobo will inspect the return content for damaged or missing items and reserves the right to deduct an additional amount of the refund depending on the condition of the returned items.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$20,625.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8034
Estimate Date: April 27, 2026
Valid Until: June 30, 2026
Grand Total (USD): **\$20,625.00**

ITEMS	QUANTITY	PRICE	AMOUNT
Industry Certification Prep Course Autodesk Fusion 360 Certified User single lifetime LocoRobo Academy student license	25	\$825.00	\$20,625.00

Grand Total (USD): **\$20,625.00**

Notes / Terms

Lifetime (Perpetual) License

Each LocoRobo comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$31,275.00

BILL TO
**Sierra Plumas Joint Unified School
District**

Estimate Number: 8035
Estimate Date: April 27, 2026
Valid Until: June 30, 2026
Grand Total (USD): **\$31,275.00**

ITEMS	QUANTITY	PRICE	AMOUNT
XRK12 Headset	6	\$650.00	\$3,900.00
XRK12 Career Module Lifetime license for XRK12 software and LocoRobo Academy curriculum for unlimited students	6	\$4,500.00	\$27,000.00
Teacher Training 1 hour webinar training session with LocoRobo for hardware + software usage and student support strategies	1	\$275.00	\$275.00
Shipping & Handling Fully insured shipping	1	\$100.00	\$100.00

Grand Total (USD): **\$31,275.00**

Notes / Terms

Lifetime (Perpetual) License

Each XRK12 license comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$31,275.00

Order Processing

Items will typically arrive within 7 to 10 days after receiving your order. When your order has shipped, the primary contact will receive an email with the shipment tracking number. Orders may ship in multiple packages, in which case multiple tracking emails will be received. Please inform your LocoRobo contact if you have a shipping deadline.

Warranty

XRK12 hardware comes with a no-questions-asked 30-day warranty that includes 1 full replacement per product and shipping costs. The warranty period begins on the first day of class with the students and is valid and activated with the product registration form. Class sets must be registered for warranty activation within 1 week of the first day of student use in order to be eligible for warranty coverage. Warranty activation covers the entire class set.

Return Policy

In order for your LocoRobo products to be eligible for a return, please make sure that the products were purchased from LocoRobo in the last 90 days.

Returned items should be in resalable condition and must be returned in original packaging. Products which have been opened are subject to a 20% restocking fee that is to be deducted from the refund. LocoRobo will inspect the return content for damaged or missing items and reserves the right to deduct an additional amount of the refund depending on the condition of the returned items.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

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QUOTE

LocoHelpDesk and Tech+ Prep for 10 students with lifetime access seats

Grand Total (USD)

\$20,625.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8037
Estimate Date: April 27, 2026
Valid Until: June 30, 2026
Grand Total (USD): **\$20,625.00**

ITEMS	QUANTITY	PRICE	AMOUNT
LocoFly LocoRobo Academy license for FAA Part 107 Aeronautical Knowledge Test Prep Curriculum	25	\$825.00	\$20,625.00

Grand Total (USD): **\$20,625.00**

Notes / Terms

Lifetime (Perpetual) License

Each LocoRobo license comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$24,000.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8045
Estimate Date: April 30, 2026
Valid Until: July 3, 2026
Grand Total (USD): \$24,000.00

ITEMS	QUANTITY	PRICE	AMOUNT
AIHeroK12 Foundations of AI: Concepts, Applications, and Ethics	10	\$600.00	\$6,000.00
AIHeroK12 Introduction to AI Tools, Trends, and Ethical Impact	10	\$600.00	\$6,000.00
AIHeroK12 Prompt Engineering for Generative AI	10	\$600.00	\$6,000.00
AIHeroK12 Intro to Python Using AI Assistance	10	\$600.00	\$6,000.00
Grand Total (USD):			\$24,000.00

Notes / Terms

Lifetime (Perpetual) License

Each LocoRobo comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$148,750.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8046
Estimate Date: April 30, 2026
Valid Until: July 3, 2026
Grand Total (USD): \$148,750.00

ITEMS	QUANTITY	PRICE	AMOUNT
Enterprise AI Infrastructure Lab Deployment Enterprise-grade AI and virtualization infrastructure deployment across two independent locations. 2 x HPE DL380a Gen11 Enterprise Servers 4 x NVIDIA Blackwell Family GPUs 2 x HPE Aruba 24-Port Managed Switches 2 x Rackmount UPS Units 2 x Enterprise Server Racks 2 x Rack Power Distribution Units (PDUs) 2 x 1-Year Hypervisor / Virtualization Platform Licensing	1	\$140,000.00	\$140,000.00

Subtotal:	\$140,000.00
CA6.25 6.25%:	\$8,750.00
Grand Total (USD):	\$148,750.00

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

LocoHelpDesk and Tech+ Prep for 15 students with lifetime access seats

Grand Total (USD)

\$17,325.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8053
Estimate Date: May 4, 2026
Valid Until: July 7, 2026
Grand Total (USD): **\$17,325.00**

ITEMS	QUANTITY	PRICE	AMOUNT
LocoHelpDesk Single lifetime LocoRobo Academy student license	15	\$405.00	\$6,075.00
Industry Certification Prep Course CompTIA Tech+ lifetime student LocoRobo Academy license	15	\$750.00	\$11,250.00
Grand Total (USD):			\$17,325.00

Notes / Terms

Lifetime (Perpetual) License

Each LocoRobo license comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

QUOTE

Grand Total (USD)
\$17,775.00

BILL TO
Sierra Plumas Joint Unified School
District

Estimate Number: 8054
Estimate Date: May 4, 2026
Valid Until: July 7, 2026
Grand Total (USD): \$17,775.00

ITEMS	QUANTITY	PRICE	AMOUNT
LocoCyber: Intro to Cybersecurity 6-week unit single lifetime LocoRobo Academy student license	15	\$360.00	\$5,400.00
Industry Certification Prep Course Certiport Information Technology Specialist: Cybersecurity single lifetime LocoRobo Academy student license	15	\$825.00	\$12,375.00
Grand Total (USD):			\$17,775.00

Notes / Terms

Lifetime (Perpetual) License

Each LocoRobo comes with lifetime access to the learning management system. Lifetime licenses are permanent, no future renewals are required. All licenses are transferrable between students for new quarters, trimesters, semesters, and years.

Please submit all purchase orders via email to education@locorobo.co (not ".com")



LocoRobo Innovations Inc.
235 West 56th Street #38E
New York, New York 10019
United States

Contact Information
484-704-2613
locorobo.co

CSBA POLICY GUIDE SHEET – April 28, 2026 *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 4119.21/4219.21/4319.21 - Professional Standards

Policy updated to add, to the philosophical paragraph, the Governing Board's desire to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students, and to expand upon the expectations for district employee conduct. Additionally, policy updated to reflect **NEW LAW (SB 848, 2025)** which prohibits inappropriate conduct between district employees, adult volunteers, and contractors and among and between adults employed, volunteering, or under contract with the district. In addition, policy updated to clarify that inappropriate employee conduct includes (1) engaging in any conduct that endangers or threatens to endanger students, staff, or others, and (2) other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

Policy updated to add, that for purposes of this policy, employees include interns, volunteers, contractors, and other persons with an employment relationship with the district. Additionally, policy updated to add, to the philosophical paragraph, the Governing Board's desire to provide a safe environment that promotes the learning, engagement, and safety of district students. In addition, policy updated to reflect **NEW LAW (SB 848, 2025)** which prohibits inappropriate conduct between district employees and students and expands the list of inappropriate employee conduct. Policy also updated to add new section related to violations of this policy.

Board Bylaw 9250 - Remuneration, Reimbursement and other Benefits

Bylaw updated to (1) delete options regarding monthly compensation provided to individual Governing Board members, (2) replace with a blank for districts to specify the amount of monthly compensation that reflects district practice, and (3) separate out material which provides that Board members are not required to accept the monthly compensation. Additionally, bylaw updated to clarify material related to (1) a Board member receiving a pro rata monthly compensation, (2) reimbursement for expenses incurred when performing authorized services for the district, (3) benefits for Board members, and (4) former Board members, and the Board member's spouse/registered domestic partner and eligible dependent children, participation in the health and welfare benefits programs provided for district employees. In addition, the section, "Health and Welfare Benefits for Former Board Members," was deleted, as there are few, if any, Board members who would be eligible, since it would require serving for over 30 years, with still relevant material combined with the expanded section, "Benefits for Board Members."

NEW - Exhibit (1) 9250 - Remuneration, Reimbursement and other Benefits

Exhibit updated to clarify language in the resolution related to a Governing Board member receiving a pro rata monthly compensation, and reorganize the resolution for precision and ease of use.

NEW - Exhibit (2) 9250 - Remuneration, Reimbursement and other Benefits

New exhibit provides the maximum monthly compensation that a Governing Board member may receive as compensation for their services, and reflects **NEW LAW (AB 1390, 2025)** which increases the maximum monthly compensation amount based on the district's average daily attendance.

Board Bylaw 9320 - Meetings and Notices

Bylaw updated to clarify (1) when the Governing Board may meet in open or closed session, (2) that the existence of a Board meeting includes gathering remotely or electronically, (3) that a series of communications by a majority of the Board should not occur through official or personal social media accounts, and (4) that written notice of special Board meetings should be posted in any location required for remote meetings and attendance. Additionally, bylaw updated to delete material related to disability-related accommodations as it already exists and is more appropriately placed in Board Bylaw 9322 - Agenda/Meeting Materials. In addition, bylaw updated to reflect (1) **NEW LAW (SB 707, 2025)** which permits a remote Board meeting based on a proclaimed state of emergency or local emergency without the requirement to post the physical location of Board members, and (2) the requirement for the notice of

an emergency Board meeting to the local media that have requested such notice to be by telephone or email. Bylaw also updated to delete material related to traditional teleconferencing, teleconferencing by individual Board members due to just cause, teleconferencing by individual Board members due to emergency circumstances, and teleconference meetings during a proclaimed state of emergency, as that content has been moved to new Board Bylaw 9320.1 - Remote Meetings and Attendance.

NEW - Board Bylaw 9320.1 - Remote Meetings and Attendance

New bylaw addresses circumstances in which the Governing Board is legally permitted to meet remotely and in which an individual remote Board member is permitted to attend and participate in a Board meeting. Additionally, bylaw includes the traditional method of remote attendance and reflects **NEW LAW (SB 707, 2025)** which permits (1) remote attendance and participation as an accommodation and due to just cause, and (2) remote Board meetings during a proclaimed state of emergency.

Board Bylaw 9322 - Agenda/Meeting Materials

Bylaw updated to clarify that (1) closed session items should be agendized in accordance with Board Bylaw 9321 - Closed Session, and (2) for a regular Board meeting, the Governing Board may consider an item not included in the agenda in accordance with Board Bylaw 9323.2 - Actions by the Board. Additionally, bylaw updated to add new section heading, "Public Comment," which (1) includes clarification that the agenda provide members of the public the opportunity to address the Board on any agenda item, including items to be considered in closed session and items listed on the consent agenda, (2) provides options depending on if it is district practice to have one public comment period for all open session agenda items or separate public comment for each open session agenda item, and (3) reflects **NEW LAW (SB 707, 2025)** which adds requirements to the exception to public comment requirements. In addition, bylaw updated to add new section heading, "Disability-Related Accommodations or Modifications." Bylaw also updated to add material related to Board member requests for a specific matter within the subject matter of the Board to be placed on the agenda, both when the Board member is acting in the capacity as a member of the public and acting in the capacity as a Board member. Additionally, bylaw updated to add new section, "Special Meeting Agenda Dissemination to Members of the Public," which clarifies requirements related to the dissemination of special meeting agendas.

Board Bylaw 9323 - Meeting Conduct

Bylaw updated to (1) clarify that the chair of a given Governing Board meeting will be the Board president or, if the Board president is absent, another Board member, (2) delete the time for which a regular Board meeting should be adjourned, and instead provide a blank to reflect district practice, (3) add material related to removal of an item from the consent agenda, specifying that the Board chair determine when the removed item be considered on the agenda, (4) expand material related to the prohibition from requiring members of the public to provide identifying information as a condition of attending a Board meeting and/or providing public comment, and related exceptions, (5) delete material related to public participation that is either unnecessary or is contained within more closely related Board bylaws, (6) delete the time for which an individual providing public comment is allowed to address the Board, and instead provide a blank to reflect district practice, (6) provide clarifying language related to an individual speaker giving some or all of the speaker's time to another speaker, and (7) add language related to the public comment period when a remote Board member is attending and participating based on just cause. Additionally, bylaw updated to add new section heading, "Disruptions," which (1) reflects **NEW COURT DECISION (Berkeley People's Alliance v. City of Berkeley)** in which the California Court of Appeal held that state law requires a legislative body to clear the meeting room when a meeting is willfully disrupted and order cannot be restored by removing disruptive individuals and does not permit the legislative body to relocate the meeting to a different room in lieu of clearing the meeting room.

Board Policy Manual

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

Personnel**Policy 4119.21~4219.21~4319.21: Professional Standards**

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

Pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), districts are required to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and engagement that explicitly address professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or under contract with the district, and (2) establish appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For language fulfilling these mandates, see BP 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions.

~~The Board of Education~~The Governing Board desires to provide a safe and positive school environment that promotes the learning, engagement, safety, and well-being of district students. The Board expects county/district employees to maintain the highest ethical standards, behave professionally, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the district; advances the goals of the district's educational programs; encourages student learning, engagement, and success; and contributes to a safe and positive school climate.-

CSBA NOTE: The following optional paragraph encourages district employees to abide by standards developed by their professional associations. The professional standards for certificated staff have been developed by the National Education Association, the professional standards for classified staff have been developed by the California School Employees Association, and the professional standards for managerial and supervisory staff have been developed by the Commission on Teacher Credentialing (CTC), each available on their respective websites. These standards are reproduced at E(1) 4119.21 (certificated personnel), E(1) 4219.21 (classified personnel), and E(1) 4319.21 (administrative and supervisory personnel).

The Board encourages county/district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

~~Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of county/district students.~~

Each employee is expected to acquire the knowledge and skills necessary to fulfill the employee's professional responsibilities and to contribute to the learning and achievement of district students.

Inappropriate Conduct

The Board prohibits inappropriate conduct between employees, adult volunteers, and district contractors and among and between adults employed, volunteering, or under contract with the district. (Education Code 32100)

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers or threatens to endanger students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon ~~on district property or at a school-sponsored activity~~
-
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
-
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
-
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
-

CSBA NOTE: Pursuant to Penal Code 311.2, pornography includes digitally altered or artificial-intelligence- generated matter.

5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
-
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
-
7. Willfully disrupting county/district or school operations by loud or unreasonable noise or other action
-
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace, on district property, or at a school-sponsored activity
-
9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records
-
10. Divulging confidential information about students, county/district employees, or county/district operations to persons or entities not authorized to receive the information
-
11. Using county/district equipment or other county/district resources for the employee's own commercial purposes or for political activities
-
12. Using county/district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of county/district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the county/district

CSBA NOTE: For more information about appropriate attire for district employees, see BP 4119.22/4219.22/4319.22 - Dress and Grooming.

14. Wearing inappropriate attire

15. Other conduct prohibited in Board Policy 4119.24/4219.24/4319.24 - Maintaining Appropriate Adult-Student Interactions

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the county/district's child abuse reporting procedures as detailed in AR Administrative Regulation 5141.4 - Child Abuse Prevention and Reporting.

CSBA NOTE: Discipline of employees is a subject of collective bargaining. For information about the range of disciplinary actions that may be taken, see BP/AR 4118 - Dismissal/Suspension/Disciplinary Action, and AR 4218 - Dismissal/Suspension/Disciplinary Action.

Education Code 44242.5 and 5 CCR 80303 require the Superintendent to notify CTC when the status of a certificated employee changes as a result of alleged misconduct. Although "alleged misconduct" is not defined in law, CTC provides that conduct affecting classroom safety, student safety, or the integrity of the school environment is the type of misconduct that is required to be reported. See AR 4117.7/4317.7 - Employment Status Reports.

Any reports of employee misconduct shall be promptly investigated by the Superintendent or designee. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The county/district ~~superintendent~~ prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the county/district's complaint process shall be subject to discipline.

Notifications

CSBA NOTE: Education Code 44050 requires districts maintaining an employee code of conduct that addresses employee interactions with students to post the section(s) on employee-student interactions in a publicly accessible manner on each school's website, or the district website if a school does not maintain one. Additionally, at the beginning of each school year, the district is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, portions of this Board policy, employee handbooks, and/or the code of conduct adopted by the district for use by certificated, classified, or administrative personnel as presented in the accompanying Exhibits.

The section(s) of the county/district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or county/district ~~web sites~~websites. (Education Code 44050)

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

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Board Policy Manual

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

Personnel

Policy 4119.24~4219.24~4319.24: Maintaining Appropriate Adult-Student Interactions

CSBA NOTE: This policy is mandated, pursuant to Education Code 32100, as added by SB 848 (Ch. 460, Statutes of 2025), which requires districts to, by July 1, 2026, adopt policies that (1) promote safe environments for student learning and engagement that explicitly addresses professional boundaries between (a) students and school employees, adult volunteers, and school contractors, (b) among and between students, and (c) among and between adults employed, volunteering, or under contract with the district, and (2) establishes appropriate limits on contact during or outside of the school day between students and school employees, volunteers, and school contractors via social media internet platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian. The limitations in this policy may vary based on the age or grade of the students and may be revised to reflect district practice. For more information regarding professional standards for district employees, see BP 4119.21/4219.21/4319.21- Professional Standards.

For purposes of this policy employees include interns, volunteers, contractors, and other persons with an employment relationship with the district.

~~The Board of Education~~ The Governing Board desires to provide a safe and positive school environment that ~~protects~~promotes the learning, engagement, safety, and well-being of district students. The Board expects all adults with whom students may interact at school or in school-related activities, ~~including employees, independent contractors, and volunteers,~~ to maintain the highest professional and ethical standards in their interactions with students both within and outside the educational setting, in accordance with this policy and Board Policy 4119.21/4219.21/4319.21 - Professional Standards. Such adults shall not engage in threatening, unsafe, unlawful, or inappropriate interactions with students and shall avoid boundary-blurring behaviors that undermine trust in the adult-student relationship and lead to the appearance of impropriety.-

~~Employees are prohibited from entering into or attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature.~~

Adults shall not intrude on a student's physical or emotional boundaries unless necessary in an emergency or to serve a legitimate purpose related to instruction, counseling, student health, or student or staff safety.

CSBA NOTE: Education Code 44050 requires districts maintaining an employee code of conduct that addresses employee interactions with students to post, in a publicly accessible manner on each school's website or on the district website if a school does not maintain one, the section(s) of the code of conduct dealing with employee- student interactions. Additionally, at the beginning of each school year, the district is required to provide parents/guardians with written copies of the sections of the employee code of conduct that address employee interactions with students. The applicable sections of the code of conduct may appear in a variety of district documents, including, but not limited to, this Board policy, sections of BP/E 4119.21/4219.21/4319.21- Professional Standards, and employee handbooks.

~~Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Superintendent or designee shall protect anyone who reports a violation from retaliation. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.~~

~~Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. The Superintendent or designee may also notify law enforcement as appropriate.~~

The district's employee code of conduct addressing interactions with students shall be provided to parents/guardians at the beginning of each school year and shall be posted on school and/or district ~~web sites~~websites. (Education Code 44050)

Inappropriate Conduct

CSBA NOTE: The following section lists examples of prohibited inappropriate conduct and conduct that can create the appearance of impropriety and reflects the requirements of Education Code 32100, as added by SB 848. The list may be modified to reflect district practice and the grade levels served, so long as the list conforms with the requirements of Education Code 32100. For additional examples of behaviors that may constitute sexual harassment of students, see BP/AR 5145.7 - Sexual Harassment

Employees shall remain vigilant of their position of authority and not abuse it when relating with students. ~~Examples of~~The Board prohibits inappropriate conduct between employees and students. (Education Code 32100) ~~Inappropriate employee conduct that can undermine professional adult student interactions or create the appearance of impropriety include~~includes, but ~~are~~is not limited to:

1. Initiating inappropriate physical contact
2. Attempting to form a romantic or sexual relationship with any student or engaging in sexual harassment of a student, including sexual advances, flirtations, requests for sexual favors, inappropriate comments about a student's body or appearance, or other verbal, visual, or physical conduct of a sexual nature
3. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
- 2.4. Being alone with a student outside of the view of others
- 3.5. Visiting a student's home or inviting a student to visit the employee's home without parent/guardian consent

CSBA NOTE: Education Code 32100, as added by SB 848, requires the district's policy to establish appropriate limits on contact during or outside of the school day between students and employees via social media platforms, text messaging, and other forms of communication that do not otherwise include the student's parent/guardian.

~~4.6.~~ Maintaining personal contact with a student during or outside the school day that has no legitimate educational purpose, by phone, letter, text message, social media internet platforms, electronic communications, or other means of communication, without including the student's parent/guardian ~~or the principal~~

~~When communicating electronically with students~~In accordance with Board Policy/Administrative Regulation 4040 - Employee Use of Technology, employees shall use district equipment or technological resources, when available, when communicating electronically with students. Employees shall not communicate with students through any medium that is designed to eliminate records of the communications. The Superintendent or designee may monitor employee usage of district technology at any time without advance notice or consent.

~~5.7.~~ Creating or participating in social networking sites for communication with students, other than those created by the district, without the prior written approval of the principal or designee

~~6.8.~~ Inviting or accepting requests from students, or former students who are minors, to connect on personal social networking sites (e.g., "friending" or "following" on social media), unless the site is dedicated to school business

~~7.9.~~ Singling out a particular student for personal attention and friendship, including giving gifts and/or nicknames to individual students

~~8.10.~~ Addressing a student in an overly familiar manner, such as by using a term of endearment

~~9.11.~~ Socializing or spending time with students outside of school-sponsored events, except as participants in community activities

~~10.12.~~ Sending or accompanying students on personal errands unrelated to any legitimate educational purpose

~~11.13.~~ Transporting a student in a personal vehicle without prior authorization

~~12.14.~~ Encouraging students to confide ~~their~~ personal or family problems and/or relationships

~~13.15.~~ Disclosing personal, family, or other private matters to students or sharing personal secrets with students

16. Engaging in any conduct that endangers or threatens to endanger students, including, but not limited to, physical violence or threats of violence

17. Engaging in harassing or discriminatory behavior towards students, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed

18. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child

19. Using profane, obscene, or abusive language against students

Violations of Policy

CSBA NOTE: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), persons identified as "mandated reporters," including, but not limited to, school administrators, certificated staff, and classified staff, and as amended by SB 848, Board members and volunteers, are required to report known or suspected child abuse, including sexual assault and sexual exploitation. For required procedures for filing a report, see BP/AR 5141.4 - Child Abuse Prevention and Reporting.

Any employee who observes or has knowledge of another employee's violation of this policy shall report the information to the Superintendent or designee or appropriate agency for investigation pursuant to the applicable complaint procedures. Other adults with knowledge of any violation of this policy are encouraged to report the violation to the Superintendent or designee. The Board prohibits retaliation against anyone who reports a violation of this policy. Immediate intervention shall be implemented when necessary to protect student safety or the integrity of the investigation.

Employees who engage in any conduct in violation of this policy, including retaliation against a person who reports the violation or participates in the complaint process, shall be subject to discipline, up to and including dismissal. Any other adult who violates this policy may be barred from school grounds and activities in accordance with law. Additionally, the Superintendent or designee may also notify law enforcement as appropriate.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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revised: ??, 2026

Board Policy Manual

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

Board Bylaws**Bylaw 9250: Remuneration, Reimbursement And Other Benefits**Remuneration~~Compensation~~

CSBA NOTE: Education Code 35120 authorizes Governing Board members to receive compensation for their services based on the district's average daily attendance (ADA) for the prior school year and, as amended by AB 1390 (Ch. 639, Statutes of 2025), increases the maximum monthly compensation amount. For a chart with the maximum monthly compensation amounts per ADA range, see Exhibit (2).

Additionally, pursuant to Education Code 35120, the Board may annually increase the monthly compensation of Board members beyond the applicable maximum amount delineated in Education Code 35120 by an amount not to exceed five percent.

Notwithstanding Education Code 35120, compensation for certain boards may be governed by the applicable city or county charter, or both. This bylaw is written based on state law but should be modified to the extent a city or county charter applies.

~~Each member of the Board of Education may receive the monthly compensation as~~ Each member of the Governing Board shall be provided for in law monthly compensation of \$ [REDACTED], less any amounts deducted for meeting absences which are not excused by the Board. (Education Code 35120)

Board members are not required to accept the monthly compensation.

On an annual basis, the Board may amend this Bylaw to increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. ~~Any increase made pursuant to this section shall be effective upon approval by the Board. (Education Code 35120)~~

~~Board members are not required to accept payment for meetings attended.~~

~~Any member who does not attend all Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings attended unless otherwise authorized by the Board in accordance with law. (Education Code 35120)~~

~~A member may be compensated for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Ed. Code 35120)~~

(Education Code 35120) ~~Reimbursement of Expenses~~

CSBA NOTE: In order to receive the entire compensation amount for a given month, a Board member is required to attend all Board meetings held that month, including special and emergency Board meetings. Pursuant to Education Code 35120, a Board member who is absent from a meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to one or more specified circumstances. For a sample resolution authorizing compensation for an absent Board member, see Exhibit (1).

~~When authorized in advance~~ A Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that at the time of

the Board meeting the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board. (Education Code 35120)

Student Board member compensation shall be provided in accordance with Board Bylaw 9150 - Student Board Members.

CSBA NOTE: The following optional paragraph is for use by any board whose quorum also serves as another legislative body that receives additional compensation. Pursuant to Government Code 54952.3, the disclosure requirements described below are not applicable if the compensation of the legislative body is set by statute.

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall, when required by law, verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

Reimbursement of Expenses, ~~members shall be reimbursed~~

CSBA NOTE: Pursuant to Education Code 35044, the district is required to reimburse individual Board members for travel expenses incurred when performing services directed by the Board. Additionally, pursuant to Education Code 35160, the Board may otherwise act in any manner which is not in conflict with or inconsistent with, or otherwise preempted by, any law, and which is not in conflict with the purposes for which districts are established. Based on this authority, the Board may authorize reimbursement for individual Board members for expenses incurred generally when performing district business. However, Article XVI, section 6, of the California Constitution generally prohibits gifts of public funds and Government Code 8314 prohibits the use of public resources for campaign activity or personal purposes which are not authorized by law.

The district shall reimburse individual Board members for actual and necessary expenses incurred when performing authorized services for the district. ~~Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies, including services directed by the Board. The timelines and procedures for reimbursement shall be the same as those established for district personnel and at the same rate of reimbursement. Education Code 35044)~~

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the district's interests; attendance at district or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall (Education Code 31560, 35044; Government Code 8314)

CSBA NOTE: The following paragraphs should be modified to reflect district practice.

All other expenses, including personal expenses, shall be the responsibility of individual Board members, and shall not be paid or reimbursed by the district. (Government Code 8314)

Personal expenses shall include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business.

Any questions regarding the propriety of a particular type of expense should be resolved by the

Superintendent or designee before the expense is incurred.

Health and Welfare Benefits for Current Board Members

Any Board member with questions regarding the propriety of a particular type of expense shall seek and receive guidance from the Superintendent or designee before the expense is incurred.

Credit Cards

CSBA NOTE: Although some districts issue district credit cards to Board members, a policy statement issued by the Institute for Local Government, primarily applicable to city and county governments, indicates that many local agencies have decided not to issue credit cards to local officials because of the potential for confusing an agency credit card with a personal card and the negative consequences of personal use of an agency card. The following optional paragraph should be deleted if the district does not issue credit cards to Board members.

Board members may use district-issued credit cards while on official district business and consistent with the limits established for district personnel. Personal expenses shall not be charged on a district-issued credit card, even if the Board member intends to subsequently reimburse the district for the personal charges.

Benefits for Board Members

CSBA NOTE: The following section is optional. Pursuant to Government Code 53201 and 53205, the district has the option of providing health and welfare benefits to Board members and has flexibility in selecting the types of coverage and the methods of payment for such coverage. Pursuant to Government Code 53200, health and welfare benefits may include, but are not limited to, hospital, medical, surgical, dental, disability, group life, legal expense, and income protection insurance or benefits. However, Internal Revenue Service Publication 571, which was last revised in January 2025, indicates that, as elected officials, Board members are not eligible to participate in district programs for the purchase of tax sheltered annuities pursuant to 26 USC 403 and 26 CFR 1.403(b)-2.

Pursuant to Government Code 53208.5, the health and welfare benefits of a Board member may not be greater than that received by nonsafety employees of the district or, if the district has different benefit structures, not greater than the most generous schedule of benefits being received by any category of nonsafety employees. Nonsafety employees are those employees not otherwise included in Government Code 20420-20445 defining "safety members" for purposes of membership in the Public Employees' Retirement System. Additionally, Government Code 53208.5 provides that Board members shall not be eligible to accrue multiple health and welfare benefits from two or more public agencies for concurrent service, unless the Board member serves as a regular full-time employee in a separate public agency.

Government Code 53202 authorizes the district to contract with one or more insurers, health service organizations, or legal service organizations for health and welfare benefits. Alternatively, the district may approve an existing health care arrangement between a Board member and an insurer or health care provider. In 83 Ops.Cal.Atty.Gen. 124 (2000), the Attorney General opined that, if the district chooses to approve such an arrangement, the district may pay for this benefit by way of reimbursement to the Board member who has paid for the benefit instead of direct district payment to the insurer. However, according to the Attorney General, a district may not make cash payments to Board members in lieu of providing them with health insurance benefits. For districts considering the reimbursement of Board members for the cost of health and welfare benefits, it is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel.

Board members may participate in the health and welfare benefits program provided for county/district employees.

~~Health as permitted by law. However, health~~ and welfare benefits for Board members shall be no greater than that received by ~~county/district Classified service staff~~ with the most generous schedule of benefits. (Government Code ~~53201, 53205, 53208.5~~)

CSBA NOTE: The district may choose and/or revise any of the following options to reflect district practice.

The county/district shall pay the ~~cost of all~~ premiums required for Board members electing to participate in the county/district health and welfare benefits program to the same extent that ~~the district~~ pays ~~premiums~~ for county/district Classified service staff.

CSBA NOTE: Pursuant to Government Code 53205.1, a district may choose to pay all or a portion of premiums, dues, or other charges for health and welfare benefits for a Board member's spouse or dependent children.

Pursuant to Family Code 297.5, registered domestic partners have the same rights, protections, and benefits as spouses under California law. Therefore, to the extent that the district provides health benefits under state law to spouses of Board members, the same coverage must be provided to registered domestic partners.

Pursuant to Health and Safety Code 1373 and Insurance Code 10277, the age at which a person ceases to be a dependent child is 26 years of age or higher as specified in the health plan, unless otherwise provided under a plan that qualifies as a grandfathered plan pursuant to 42 USC 18011. Additionally, a health services plan or insurer is required to continue coverage for a dependent child who attains the age specified in the plan if the child is incapable of self-sustaining employment by reason of a physically or mentally disabling injury, illness, or condition and is chiefly dependent on the subscriber or insured for support. In addition, Health and Safety Code 1373 and Insurance Code 10277 require that, if the plan provides coverage for a dependent child who is over 26 years of age and enrolled at a secondary or postsecondary educational institution, continued coverage must be provided during any break in the school calendar and during a medical leave of absence as specified.

The following paragraph should be deleted or modified to reflect district practice.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouses, ~~dependent children to the child's 26th birthday and spouse/registered domestic partner and to their eligible dependent children regardless of age who are physically or mentally incapacitated.~~

~~Medicare Eligible Current Board Members~~ as specified in law and the health plan. (Family Code 297.5; Government Code 53205.1)

~~At no time shall the district/county's cost for a current Board member's Medicare and/or Medicare supplement policy, including dependent coverage, exceed the amount the district/county contributes for eligible Classified service employees.~~

~~In lieu of enrollment in the district/county's group sponsored health insurance plan, a current Board member eligible for Medicare health insurance may receive reimbursement from the district/county for the cost of his/her Medicare Plan(s) (Part A and/or Part B and/or Part D).~~

~~When a Board member is enrolled in a Medicare policy and receiving cost reimbursement from the~~

~~District/County, the same courtesy may be extended to a dependent who is Medicare eligible.~~

~~A Board member who elects a Medicare supplement policy in lieu of enrollment in the district/county's group sponsored health insurance plan may receive premium reimbursement from the district/county. A Board member may be reimbursed for a family member's Medicare supplement policy if the dependent was covered under the district/county plan (tier rate structure) immediately prior to un-enrollment from the group plan.~~

~~The district/county employer may reimburse the Board member for both Medicare and Medicare supplemental policies simultaneously. The Board member may also be reimbursed for a dependent who is eligible for Medicare and Medicare supplemental policies.~~

~~In the event an active Board member chooses to end benefits in the district/county's group sponsored health insurance plan for a Medicare and/or Medicare supplement policy, the member may re-enroll in the group sponsored plan during the annual open enrollment period.~~

~~Health and Welfare Benefits for Former Board Members (Retiree)~~

~~Retiring trustees of the Board of Education, who are covered by the district/county group health plan at the time of their retirement from the Board after serving at least one (1) full term of four (4) consecutive years, shall have the option to continue the benefit program at their own expense. (Government Code 53201) At their own expense, continued coverage through the district/county shall also be made available to Board trustee's spouse and dependents upon the Board trustee's death. Retirees who choose to retain health insurance benefits shall be placed on the tiered rate structure. A Retiree may select medical coverage only or all offered benefits (dental and vision). Retirees may not select dental and/or vision coverage without medical coverage. Retirees are not eligible for life insurance coverage. Eligible retirees and covered spouses must secure Medicare Part A and Part B for the group plan Medicare rate. Retirees who discontinue coverage cannot re-enroll in any District plan.~~

CSBA NOTE: Pursuant to Government Code 53201, the district may pay premiums for health and welfare benefits for former Board members under very limited circumstances. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel before adding, modifying, or deleting the following paragraph.

Former Board members, and a former Board member's spouse/registered domestic partner and eligible dependent children, may participate in the health and welfare benefits program provided for county/district employees only as permitted by law.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Bylaw adopted: April 10, 2007
revised: May 14, 2013
revised: July 9, 2013
revised: October 8, 2013
revised: August 8, 2017
revised: ??, 2026

Sierra County/Sierra-Plumas Joint USD

Board Bylaws

Exhibit(1) 9250 – Remuneration, Reimbursement and other Benefits

RESOLUTION ON EXCUSING BOARD MEMBER ABSENCE FOR PURPOSES OF MONTHLY COMPENSATION

CSBA NOTE: Pursuant to Education Code 35120 and the accompanying Board Bylaw, a Governing Board member who is absent from a meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to one or more specified circumstances. The following optional exhibit provides such a resolution for use by districts that offer monthly compensation to members of the Board.

WHEREAS, the members of the Governing Board of the _____ School District (Board) receive monthly compensation for meeting attendance in accordance with Education Code 35120 (EC 35120) and Board Bylaw 9250 - Remuneration, Reimbursement and Other Benefits (BB 9250);

WHEREAS, pursuant to EC 35120 and BB 9250, a Board member who is absent from a Board meeting shall not receive the pro rata monthly compensation for that meeting unless the Board finds, via resolution, that the Board member was absent due to the need to perform services for the district, illness, jury duty, or a hardship deemed acceptable by the Board at the time of the Board meeting; and

WHEREAS, _____ (name of Board member) was absent from the Board meeting(s) on _____ (date(s)).

NOW THEREFORE BE IT RESOLVED, the Board finds that the absence of _____ (name of board member) from the Board meeting(s) on _____ (date(s)) is excused for the following reasons(s):

- ☐ Performance of other designated duties for the district
- ☐ Illness
- ☐ Jury duty
- ☐ Hardship deemed acceptable by the Board

; and

BE IT FURTHER RESOLVED, the Board authorizes _____ (name of Board member) to be compensated for the Board meeting(s) on _____ (date(s)).

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Exhibit version: ??, 2026

Sierra County/Sierra-Plumas Joint USD

Board Bylaws

Exhibit(2) 9250 – Remuneration, Reimbursement and other Benefits

CHART OF BOARD MEMBER MONTHLY COMPENSATION

CSBA NOTE: Education Code 35120 authorizes Governing Board members to receive compensation for their services based on the district's average daily attendance (ADA) for the prior school year and, as amended by AB 1390 (Ch. 639, Statutes of 2025), increases the maximum monthly compensation amount. The following chart provides the maximum statutory monthly compensation amount for each ADA range.

Additionally, pursuant to Education Code 35120, the Board may annually increase the monthly compensation of Board members beyond the applicable maximum amount delineated in the chart by an amount not to exceed five percent.

Notwithstanding Education Code 35120, compensation for certain boards may be governed by the applicable city or county charter, or both. This chart would not be applicable to such districts.

<u>District's Prior Average Daily Attendance</u>	<u>Monthly Compensation Limit</u>
<u>1,000 or less</u>	<u>\$600</u>
<u>1,001 to 10,000</u>	<u>\$1,200</u>
<u>10,001 to 25,000</u>	<u>\$2,000</u>
<u>25,001 to 60,000</u>	<u>\$3,000</u>
<u>60,001 or more</u>	<u>\$4,500</u>

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Exhibit version: ??, 2026

Board Policy Manual

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

Board Bylaws**Bylaw 9320: Meetings And Notices**

CSBA NOTE: The following bylaw is mandated pursuant to Education Code 35140 and Government Code 54954, which require the Governing Board to fix the time and location for its regular Board meetings by rule and regulation. See "Regular Meetings" below for language fulfilling this mandate.

Meetings of the Governing Board are conducted for the purpose of accomplishing district business. ~~The Board may meet in open session or closed session, as necessary, in~~ accordance with applicable open meeting laws (Brown Act), ~~the Board shall hold its meetings in public and shall conduct closed sessions during such meetings only as authorized by law. To encourage community involvement in the schools, and~~ Board meetings shall provide the opportunity for members of the public to directly address the Board. ~~All meetings shall be conducted in accordance with law and the Board's bylaws, policies, and administrative regulations.~~ Bylaw 9321 - Closed Session, Board Bylaw 9322 - Agenda/Meeting Materials, and Board Bylaw 9323 - Meeting Conduct.

A Board meeting exists whenever a majority of Board members ~~gather~~gathers at the same time and location, including ~~teleconference location as permitted by Government Code 54953~~remotely or electronically, to hear, discuss, deliberate, or take action upon any item within the subject matter jurisdiction of the Board. (Government Code 54952.2)

~~In accordance with law and as specified in Board Bylaw 9012 – Board Member Electronic Communications, a majority of the Board shall not, outside of an authorized meeting, use~~

CSBA NOTE: The Brown Act prohibits serial Board meetings, which are defined by Government Code 54952.2 as a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of district business.

This prohibition against serial Board meetings also applies to communications via technology. Email exchanges, text/chat threads, or comments posted on a blog or social media account that result in a majority of the Board "discussing among themselves" an item within the subject matter jurisdiction of the Board could result in a Brown Act violation. Pursuant to Government Code 54952.2, Board members may engage in separate conversations or communications with members of the public on social media that is open and accessible to the public as long as a majority of the Board does not use the platform to directly communicate among themselves regarding matters within the subject matter jurisdiction of the Board and members do not comment on or use digital icons (e.g., "likes" or emojis) to express reactions to communications made by other Board members. Additionally, a Board member is prohibited from responding directly to any communication from other members of the Board on a social media platform regarding matters that are within the subject matter jurisdiction of the Board. For more information regarding Board member communications via technology, see BB 9012 - Board Member Electronic Communications.

However, Government Code 54952.2 specifies that briefings between less than a quorum of the Board and staff, whether in-person, virtual, or via email, are permissible in order to answer questions or to provide information, as long as the briefing is not used to communicate the comments or position of any other Board member.

It is recommended that districts with questions regarding serial Board meetings consult CSBA's District and County Office of Education Legal Services or district legal counsel.

In accordance with Board Bylaw 9012 - Board Member Electronic Communications, a majority of the Board shall not use a series of communications of any kind, directly or through intermediaries or technology, including official or personal social media accounts, to discuss, deliberate, or take action on any matter that is within the subject matter jurisdiction of the Board. (Government Code 54952.2)

However, the Superintendent or designee may engage in separate conversations or communications with Board members in order to answer questions or provide information regarding ~~an item~~ any matter within the subject matter jurisdiction of the Board, as long as that employee or district official does not communicate the comments or position of any Board members to other Board members. ~~(Government Code 54952.2)~~

~~In order to help ensure the participation of individuals with disabilities at Board meetings, the Superintendent or designee shall provide appropriate disability-related accommodations or modifications upon request in accordance with the Americans with Disabilities Act. Any doubt about a request for accommodation shall be resolved in favor of accessibility.~~

~~Notice of the procedure for receiving and resolving such requests for accommodation shall be given in each instance in which notice of the time of a meeting is otherwise given or the agenda for the meeting is otherwise posted. (Government Code 54953, 54953.2, 54954.1, 54954)(Government Code 54952.2)~~

Regular Meetings

CSBA NOTE: Education Code 35140 and Government Code 54954 mandate the Board to fix the time and location for its regular Board meetings by rule and regulation. The following paragraph should be revised to reflect district practice.

The Sierra County Board of Education and the Sierra-Plumas Joint Unified School District Governing Board shall hold one regular joint Board meeting each month starting in January 2023.

Unless otherwise determined by the Board(s), the regular joint meetings shall be held at 6:00pm on the second Tuesday of each month. Meetings will be held at Sierra County Office of Education (109 Beckwith Road, Loyalton CA 96118), Loyalton Elementary School (111 Beckwith Street, Loyalton CA 96118) or Downieville Schools (130 School Street, Downieville CA 95936), alternating each month.

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for a regular Board meeting is required to be posted at least 72 hours prior to the meeting at a location that is freely accessible to the public. Additionally, Government Code 54954.2 requires that the agenda be posted on the district's website. Other posting requirements may apply where Board members attend and participate remotely as specified in BB 9320.1 - Remote Meetings and Attendance.

The Attorney General has determined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular Board meeting. In the same opinion, the Attorney General found that the term "freely accessible" requires that the agenda be posted in a location where it can be read by the public at any time during the 72 hours immediately preceding the meeting. For example, if a building where the agenda is posted is closed during the evening hours, the agenda is required to also be posted in a location accessible during evening hours, such as a lighted display case outside of the building. Additionally, the Attorney General opined in 88 Ops.Cal.Atty.Gen. 218 (2005) that the agenda may be posted on a touch screen electronic kiosk, in lieu of a paper copy on a bulletin board, as long as the kiosk is accessible without charge to the public 24 hours a day, seven days a week.

At least 72 hours prior to a regular Board meeting, the agenda shall be posted at one or more locations

freely accessible to members of the public ~~and, on the district's website, and at any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance.~~ (Government Code 54954.2) ~~One or more locations freely accessible to members of the public shall include the following, at minimum:~~

- ~~1. The meeting site listed on the agenda~~
- ~~2. Each school site within the district~~
1. All possible Post Office locations within the district

CSBA NOTE: Pursuant to Government Code 54957.5, the agenda is required to list the address where the public can inspect agenda materials that are distributed to Board members less than 72 hours before a regular Board meeting. Pursuant to Government Code 54957.5, when agenda materials are distributed to all or a majority of the Board less than 72 hours before a regular Board meeting and outside of regular business hours, the materials may be posted on the district's website in satisfaction of the Brown Act if specified requirements are met. It is recommended that districts with questions regarding this exception consult CSBA's District and County Office of Education Legal Services or district legal counsel. For more information on distributing agenda materials to Board members, see BB 9322 - Agenda/Meeting Materials.

Additionally, pursuant to the California Public Records Act (Government Code 7920.000 - 7930.215), agenda materials related to an open session of a Board's regular Board meeting are "public records" and are subject to inspection by any member of the public as specified in BP/AR 1340 - Access to District Records.

Consistent with ~~Government Code 54957.5 and~~ Board Bylaw 9322 - Agenda/Meeting Materials, whenever agenda materials relating to an open session of a regular Board meeting are distributed to the Board less than 72 hours before the meeting, the Superintendent or designee shall make the materials available for public inspection at a public office or location designated for that purpose. The records shall be posted on the district website at the time the materials are distributed to all or a majority of the Board if distributed outside of business hours. (Government Code 54957.5)

Special Meetings

CSBA NOTE: Government Code 54956 permits the Board president or a majority of the Board to call a special Board meeting. When a majority of the Board has requested a special Board meeting on the same specific topic, the Superintendent or designee shall inform the Board and the meeting shall be organized and called. If an individual Board member desires a special Board meeting on a specific topic that has not been called by the Board president, the Board member should inform the Superintendent or designee rather than other Board members in order to comply with the Brown Act.

Special meetings of the Board may be called at any time by the presiding officer or a majority of the Board members on any topic within the subject matter jurisdiction of the Board unless otherwise prohibited by law or as specified in BB 9323.2 - Actions by the Board. (Government Code 54956)

At least 24 hours before the noticed start time ~~of the meeting~~, written notice of a special ~~meetings~~Board meeting shall be ~~delivered~~: (Government Code 54953.8, 54953.8.3, 54956)

1. Delivered personally or by any other means to all Board members and the local media who have requested such notice in writing. ~~The notice also shall be posted~~
2. Posted on the district's website; and, ~~at least 24 hours before the time of the meeting~~, in a location freely accessible to the public.-
3. Posted in any location required by Board Bylaw 9320.1 - Remote Meetings and Attendance

The notice shall specify the time and location of the special Board meeting and the business to be transacted or discussed. No other business shall be considered ~~at this meeting.~~ (Education Code 35144; Government Code 54956)

Any Board member may waive the 24-hour written notice requirement prior to the time of the special Board meeting by filing a written waiver of notice with the clerk or secretary of the Board or by being present at the meeting at the time it convenes. (Education Code 35144; Government Code 54956)

~~Every notice of a special meeting shall provide an opportunity for members of the public to directly address the Board concerning any item that has been described in the meeting notice, before or during the item's consideration. (Government Code 54954.3)~~

Emergency Meetings

CSBA NOTE: The emergency Board meeting provisions in Government Code 54956.5 differ from the provisions in Government Code 54953.8.2, as added by SB 707 (Ch. 327, Statutes of 2025), that permit a remote Board meeting based on a proclaimed state of emergency or local emergency. The former permits the Board to hold an urgent Board meeting without the 24-hour notice and posting requirements, while the latter permits the Board to meet remotely without the requirement to post the physical location of Board members.

In the case of an emergency situation for which prompt action is necessary due to the disruption or threatened disruption of public facilities, the Board may hold an emergency Board meeting ~~without complying as long as it complies~~ with all requirements of a special Board meeting, except the 24-hour notice and/or 24-hour posting ~~requirement for special meetings pursuant to Government Code 54956 requirements.~~ (Government Code 54956.5)

The Board may meet in closed session during an emergency ~~meetings~~ Board meeting so long as two-thirds of the members present at the meeting agree or, if less than two-thirds of the members are present, by unanimous vote of the members present. (Government Code 54956.5)

CSBA NOTE: Government Code 54956.5 requires the Board president or designee to give notice of an emergency Board meeting by telephone at least one hour before the meeting to the local media that have requested notice of special Board meetings or, as amended by AB 2350 (Ch. 565, Statutes of 2024), by email.

~~The Board shall comply with all other requirements for special meetings during an emergency meeting. (Government Code 54956.5)~~

Except in the case of a dire emergency, the Board president or designee shall give notice of the emergency Board meeting by telephone or email at least one hour before the meeting to the local media that have requested notice of special Board meetings. ~~All~~ As applicable, all telephone numbers or email addresses provided by the media in the most recent request for notification shall be exhausted. If telephone or internet services are not functioning, the notice requirement of one hour is waived and, as soon after the emergency Board meeting as possible, the Board shall notify those media representatives of the meeting and shall describe the purpose of the meeting and any action taken by the Board. In the case of a dire emergency, the Board president or designee shall give such notice at or near the time notification as is given to the other members of the Board. (Government Code 54956.5)

The minutes of the emergency Board meeting, a list of persons the Board president or designee notified or attempted to notify, a copy of the roll call vote, and any actions taken at the meeting shall be posted for at least 10 days in a public place as soon as possible after the meeting ~~as possible~~. (Government Code 54956.5)

An *emergency* means a work stoppage, crippling activity, or other activity that severely impairs public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

A *dire emergency* means a crippling disaster, mass destruction, terrorist act, or threatened terrorist activity that poses peril so immediate and significant that requiring the Board to provide one-hour notice before holding an emergency Board meeting may endanger the public health and/or safety as determined by a majority of the members of the Board. (Government Code 54956.5)

Adjourned/Continued Meetings

The Board may adjourn/continue any regular or special Board meeting to a later time and location that shall be specified in the order of adjournment. Less than a quorum of the Board may adjourn/continue such a meeting. If no Board members are present, the secretary or the clerk may declare the Board meeting adjourned/continued to a later time and location and shall give notice in the same manner required for special Board meetings. (Government Code 54955)

Within 24 hours after the time of adjournment/continuance, a copy of the order or notice of adjournment/continuance shall be conspicuously posted on or near the door of the location where the Board meeting was held. (Government Code 54955)

Study Sessions, Retreats, Public Forums, and Discussion Meetings

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Pursuant to Government Code 54954.2, the Board is required to comply with the public notice requirements when holding a study session, retreat, public forum, or other such Board meeting.

The Board may convene a study session or public forum to study an issue in more detail or to receive information from staff or feedback from members of the public. ~~The~~ Additionally, the Board may ~~also~~ convene a retreat ~~or discussion meeting~~ to discuss Board roles and relationships. Any such Board meeting, regardless of title or topic, shall be held as a regular or special Board meeting, as appropriate, and shall comply with all other requirements for regular or special Board meetings. (Government Code 54956)

Other Gatherings

Attendance by a majority of Board members at any of the following events is not subject to the Brown Act provided that a majority of the Board members do not discuss specific district business among themselves other than as part of the scheduled program: (Government Code 54952.2)

1. A conference or similar public gathering open to the public that involves a discussion of issues of general interest to the public or to school board members
2. An open, publicized meeting organized by a person or organization other than the district to address a topic of local community concern
3. An open and noticed meeting of another body of the district
4. An open and noticed meeting of a legislative body of another local agency
5. A purely social or ceremonial occasion
6. An open and noticed meeting of a standing committee of the Board established pursuant to

Board Bylaw 9130 - Board Committees, provided that the Board members who are not members of the standing committee attend only as observers

Individual contacts or conversations between a Board member and any other person that are not part of a series of communications prohibited by the Brown Act are permitted. (Government Code 54952.2)

Location of Meetings

Unless the Board is holding a ~~teleconference~~remote Board meeting during a proclaimed state of emergency or local emergency in accordance with Board Bylaw 9320.1 - Remote Meetings and Attendance, all Board meetings shall be held within district boundaries, except to do any of the following: (Government Code 54954)

1. Comply with state or federal law or court order or attend a judicial or administrative proceeding to which the district is a party
2. Inspect real or personal property which cannot conveniently be brought into the district, provided that the topic of the meeting is limited to items directly related to the property
3. Participate in meetings or discussions of multiagency significance, provided these meetings are held within one of the other agencies' boundaries, with all participating agencies giving the notice required by law
4. Meet in the closest meeting facility if the district has no meeting facility within its boundaries or if its principal office is located outside the district
5. Meet with elected or appointed state or federal officials when a local meeting would be impractical, solely to discuss legislative or regulatory issues affecting the district over which the state or federal officials have jurisdiction
6. Meet in or near a facility owned by the district but located outside the district, provided the meeting agenda is limited to items directly related to that facility
7. Visit the office of the district's legal counsel ~~for~~to meet in closed session on pending litigation, when doing so would reduce legal fees or costs
8. Attend conferences on nonadversarial collective bargaining techniques
9. Interview residents of another district regarding the Board's potential employment of an applicant for Superintendent of the district
10. Interview a potential employee from another district

All Board meetings, regardless of location, shall comply with the applicable notice and open meeting requirements. Additionally, no such meeting may be held in a facility that prohibits the admittance of any person on the basis of ancestry or any characteristic listed in Government Code 11135, which is inaccessible to individuals with disabilities, or where members of the public must make a payment or purchase in order to be admitted. (Government Code 54961)

If a fire, flood, earthquake, or other emergency renders the posted regular or special Board meeting location unsafe and the deadline for posting the location has passed, the meeting shall be held at a location designated by the Board president or designee, who shall so inform all news media who have requested notice of meetings pursuant to Government Code 54956 by the most rapid available means of communication.

Traditional Teleconferencing

~~A Board member may participate in any meeting by teleconference, which includes both audio or video/audio so long as the following conditions are met: (Government Code 54953)-~~

- ~~1. All votes taken during the meeting are by rollcall~~
- ~~2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the legislative body of a local agency~~
- ~~3. The location of the Board member participating by teleconference is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the Board member participating by teleconference, may hear/listen to the meeting to the same extent as the Board member participating by teleconference, and may make public comment during the same portion of the agenda as others members of the public from the same location as the Board member participating by teleconference~~
- ~~4. The location of the Board member participating by teleconference is noted in the agenda and the agenda is posted at the location of the Board member participating by teleconference in advance of the meeting as statutorily required based on the type of meeting~~
- ~~5. At least a quorum of the members is within the district boundaries.~~

Teleconferencing by Individual Board Member Due to Just Cause

~~Until January 1, 2026, when there is "just cause" preventing a Board member from attending a Board meeting in person, that Board member may participate in that meeting by teleconference without: (Government Code 54953)-~~

- ~~1. Including the location of the Board member participating by teleconference in the agenda~~
- ~~2. Making the location of the Board member participating by teleconference open and accessible to the public~~
- ~~3. Posting the agenda at the location of the Board member participating by teleconference~~

~~A Board member needing to participate by teleconference for just cause shall notify the Board at the earliest possible opportunity, including at the start of a regular meeting, of the need to do so and include a general description of the circumstances relating to the need to appear by teleconference at the given meeting. (Government Code 54953)~~

~~For the Board member to participate by teleconference under this section, all of the following are required: (Government Code 54953)-~~

- ~~1. All votes taken during the meeting are by rollcall~~
- ~~2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda~~
- ~~3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting~~
- ~~4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual~~
- ~~5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person~~

~~The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district~~

- ~~6. The agenda for the meeting includes information describing how members of the public can access the platform or service~~

~~If the platform or service is disrupted such that the public cannot access the meeting or give real time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)~~

~~A Board member shall be permitted to participate by teleconference for just cause for no more than two meetings per calendar year. (Government Code 54953)~~

~~For purposes of this section, "just cause" may exist for any of the following: (Government Code 54953)~~

- ~~1. A childcare or caregiving need of a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires a Board member to participate remotely~~
- ~~2. A contagious illness prevents a Board member from attending in person~~
- ~~3. A Board member has a need related to a physical or mental disability not otherwise reasonably accommodated~~
- ~~4. A Board member is traveling while on official business of the Board or another state or local agency~~

~~Teleconferencing by Individual Board Member Due to Emergency Circumstances~~

~~Until January 1, 2026, when a physical or family medical emergency would prevent a Board member from attending a Board meeting in person, that Board member may request to participate in such meeting by teleconference. The Board member requesting to appear remotely shall submit the request as soon as possible and include a concise general description of the emergency that necessitated the request. The Board member shall not be required to disclose any disability, medical diagnosis, or personal medical information exempt under existing law. (Government Code 54953)~~

~~If the request is received timely, it shall be added to the agenda as the first item of business at the meeting, even before any closed session items. If the request is not received timely, it shall be taken up by the Board before the first item of business at the meeting. The request shall only be granted upon a vote by the majority of the Board. (Government Code 54953, 54954.2)~~

~~If the request is granted by the Board, the Board member may participate by teleconference without: (Government Code 54953)~~

- ~~1. Including the location of the Board member participating by teleconference in the agenda~~
- ~~2. Making the location of the Board member participating by teleconference open and accessible to the public~~
- ~~3. Posting the agenda at the location of the Board member participating by teleconference~~

~~For the Board member to participate by teleconference due to emergency circumstances, all of the following are required: (Government Code 54953)~~

- ~~1. All votes taken during the meeting are by rollcall~~
- ~~2. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda~~
- ~~3. The Board member participating by teleconference utilizes both audio and visual technology to participate in the meeting~~
- ~~4. The Board member participating by teleconference publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual~~
- ~~5. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real time public comment being allowed via the platform or service, in addition to public comment being available in person~~

~~The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district~~

6. ~~The agenda for the meeting includes information describing how members of the public can access the platform or service~~

~~If the platform or service is disrupted such that the public cannot access the meeting or give real time public comment, the meeting may continue but the Board shall not take action on any agenda item until the disruption is resolved. (Government Code 54953)~~

~~In total, a Board member may not participate by teleconference due to emergency circumstances alone, or together with teleconference due to just cause, as specified above, for more than 20 percent of the Board's regular meetings or for more than three consecutive months. If the Board meets less than 10 times in a calendar year, a Board member may not appear remotely due to emergency circumstances for more than two meetings. (Government Code 54953)~~

~~Teleconference Meetings During a Proclaimed State of Emergency~~

~~The Board may conduct a Board meeting entirely by teleconference during a proclaimed state of emergency pursuant to Government Code 8625-8629 in any of the following circumstances: (Government Code 54953)-~~

1. ~~For the purpose of determining whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency~~
2. ~~When the Board has been determined, pursuant to Item #1 above, that meeting in person would present imminent risks to the health or safety of attendees due to the emergency~~

~~The Board may hold a meeting by teleconference during a proclaimed state of emergency without: (Government Code 54953)-~~

1. ~~Including the location of Board members in the agenda~~
2. ~~Making the locations of Board members open and accessible to the public~~
3. ~~Posting the agenda at the locations of Board members~~

~~For the Board to hold such meeting, all of the following are required: (Government Code 54953)-~~

1. ~~All votes taken during the meeting are by rollcall~~
2. ~~The public is able to access the meeting via a call in service or an internet based platform or service, with real time public comment being allowed via the platform or service~~

~~If an internet based platform or service is utilized, it may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district~~

3. ~~The agenda for the meeting includes information describing how members of the public can access the platform or service~~

~~If the platform or service is disrupted such that the public cannot access the meeting or give real time public comment, the meeting may continue but the Board may not take action on any agenda item until the disruption is resolved. (Government Code 54953)~~

~~For any public comment period with a time limit, the Board may not close that public comment period or the opportunity to register until the full time for public comment has elapsed. For any other public comment period, the Board shall allow a reasonable amount of time to allow members of the public to provide public comment and to register to do so. (Government Code 54953)~~

~~The Board may continue to conduct all meetings by teleconference throughout one or more 45 day periods so long as, prior to the beginning of each 45 day period, the Board has reconsidered the circumstances of the state of emergency and determines that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953)~~

| (Government Code 54954)

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

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Board Bylaws**Bylaw 9320.1: Remote Meetings And Attendance**

CSBA NOTE: The following Board bylaw specifies the circumstances in which the Governing Board is legally permitted to meet remotely and in which individual Board members are permitted to attend and participate remotely in a Board meeting.

The Governing Board recognizes the need, when permitted by law, to hold Board meetings in which the Board members meet remotely or in which individual Board members attend and participate remotely.

Definitions

Local emergency means either of the following that impacts persons under the jurisdiction of the district or property within the boundaries of the district: (Government Code 54953.8.2)

1. A condition of extreme peril proclaimed by a city, county, or city and county pursuant to Government Code 8630
2. A local health emergency proclaimed pursuant to Health and Safety Code 101080

Remote means not being physically present at the primary in-person location of a Board meeting, and includes the terms "teleconference" and "virtual."

Remote attendance and participation means the ability to attend and participate in a Board meeting by electronic means, through either audio or visual technology, or both.

Remote Board Member means a Board member, not physically present at the Board meeting, who nonetheless seeks to attend and participating in a Board meeting.

State of Emergency means state of emergency proclaimed pursuant to Government Code 8625.

Traditional Method of Remote Attendance

A remote Board member may attend and participate in a Board meeting so long as all of the following conditions are met: (Government Code 54953)

1. All votes taken during the meeting are by rollcall
2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board
3. The physical location of the remote Board member is open and accessible to the public during the meeting, except during closed session, such that members of the public may observe in person the remote Board member; may hear, listen to, or watch the meeting to the same extent as the remote Board member; and may make public comment during the same portion of the agenda as other members of the public from the same location as the remote Board member
4. The location from which the remote Board member will attend the meeting is noted in the

agenda and the agenda is posted at that location in advance of the meeting as statutorily required based on the type of meeting

5. At least a quorum of the Board is within district boundaries

Remote Attendance as an Accommodation

CSBA NOTE: In 107 Ops.Cal.Atty.Gen. 107, the Attorney General opined that a Board member with a qualifying disability under the federal Americans with Disability Act (ADA) is required to be offered remote attendance and participation as a reasonable accommodation. While the Attorney General did not prescribe all of the conditions and requirements of such a reasonable accommodation, the opinion found that it is required to be "done in a manner that simulates in-person attendance." Additionally, Government Code 54953, as amended by SB 707 (Ch. 327, Statutes of 2025), permits remote attendance and participation as a reasonable accommodation for a Board member with a disability but requires that the Board member (1) participate through both audio and visual technology, except that any Board member with a disability may participate only through audio technology if a physical condition related to their disability results in a need to participate off camera, and (2) disclose at the Board meeting before any action is taken whether any other individuals 18 years of age or older are present in the room at the remote location with the Board member, and the general nature of the member's relationship with any of those individuals. The remote Board member in this circumstance is considered to be attending in-person at the physical meeting location for all purposes, including any requirement that a quorum participate from any particular location.

With respect to the requirement to disclose whether any other individuals 18 years of age or older are present in the room at the location with the remote Board member, and the general nature of the member's relationship with any of those individuals, Government Code 54953, as amended by SB 707, does not specify the frequency of such disclosures. One option is for the remote Board member to make the initial disclosure at the start of the Board meeting and then make additional disclosures, if needed, each time an individual 18 years of age or older enters or exits the room. Another option is for the remote Board member to make separate disclosures before each Board action. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to determine the best means of complying with this requirement.

A Board member with a qualifying disability under the Americans with Disabilities Act that precludes the Board member from attending a Board meeting in person or from attending and participating remotely in a Board meeting using the method specified in "Traditional Method of Remote Attendance" above may request to attend and participate remotely as a reasonable accommodation for the Board member's disability.

If the request is granted based on the district's process for reviewing reasonable accommodations, the remote Board member shall be permitted to attend and participate in the Board meeting as long as the following requirements are met: (Government Code 54953)

CSBA NOTE: While Government Code 54953 does not require that all votes be taken by rollcall when a remote Board member attends and participates as an accommodation, it is the practice required for every other situation in which there is remote attendance and participation as a means to ensure vote clarity. Item #1 below incorporates this approach and should be modified to reflect district practice.

1. All votes taken during the meeting are by rollcall
2. The remote Board member utilizes both audio and visual technology to participate in the meeting, except no visual technology shall be required if a physical condition related to their disability results in a need to participate off camera

3. The remote Board member publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

In this circumstance, the following conditions are not required: (Government Code 54953)

1. Including the location of the remote Board member in the agenda
2. Making the location of the remote Board member open and accessible to the public
3. Posting the agenda at the location of the remote Board member

Additionally, in this circumstance, the remote Board member shall be considered to be attending in-person at the physical meeting location for all purposes, including any requirement that a quorum participate from any particular location. (Government Code 54953)

These requirements and conditions may be modified as required by law or the district may offer another reasonable accommodation as appropriate.

Remote Attendance Due to Just Cause

CSBA NOTE: Government Code 54953.8.3, as added by SB 707, authorizes a remote Board member to attend and participate in a Board meeting for "just cause," as described below. This authorization, which goes into effect July 1, 2026, replaces prior provisions which authorized a remote Board member to attend and participate in a Board meeting for "just cause" or "emergency circumstances."

Beginning July 1, 2026, a remote Board member may attend and participate in a Board meeting based on any of the following "just cause" reasons: (Government Code 54953.8.3)

1. A childcare or caregiving need of a Board member's child, parent, grandparent, grandchild, sibling, spouse, or domestic partner that requires the Board member to attend and participate remotely
2. A contagious illness that prevents a Board member from attending in person

CSBA NOTE: Item #3 below is for a Board member's physical or mental condition for which remote attendance is not required as a reasonable accommodation under the ADA. For more information about reasonable accommodations under the ADA, see "Remote Attendance as an Accommodation" above.

3. A need related to a Board member's physical or mental condition not otherwise reasonably accommodated
4. A Board member is traveling while on official business of the Board or another state or local agency
5. An immunocompromised child, parent, grandparent, grandchild, sibling, spouse, or domestic partner of a Board member requires the Board member to attend and participate remotely
6. A physical or family medical emergency prevents a Board member from attending in person
7. Military service obligations that result in a Board member being unable to attend in person because the Board member is serving under official written orders for active duty, drill, annual

training, or any other duty required as a member of the California National Guard or a United States Military Reserve organization that requires the Board member to be at least 50 miles outside the boundaries of the district

The remote Board member shall notify the Board at the earliest possible opportunity, including at the start of a Board meeting, of the need to attend and participate remotely for just cause, including the general circumstances of the Board member's need to attend and participate remotely. The remote Board member need not disclose any medical diagnosis or disability, or any personal medical information that is otherwise exempt under existing law. The minutes for the Board meeting shall identify the specific provision that is the basis for the just cause. (Government Code 54953, 54953.8.3)

Additionally, when a remote Board member attends and participates in a Board meeting based on just cause, all of the following conditions shall be met: (Government Code 54953, 54953.8, 54953.8.3)

1. All votes taken during the meeting are by rollcall
2. The meeting is conducted in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board
3. The public is able to access the meeting via a two-way audiovisual platform or a two-way audio service and a live webcast, with real-time public comment being allowed via the platform or service, in addition to public comment being available in person

The platform or service may require members of the public to register in order to make public comments as long as the platform or service is not controlled by the district.

4. The agenda for the meeting includes information describing how members of the public can access the platform or service and how members of the public can offer public comment
5. The minutes of the Board meeting state that the remote Board member attended and participated remotely
6. At least a quorum of the Board participates in person from a singular physical location clearly identified on the agenda and which is within district boundaries and is open to the public
7. The remote Board member utilizes both audio and visual technology to participate in the meeting

CSBA NOTE: Government Code 54953.8.3, as added by SB 707, requires a remote Board member attending and participating due to just cause to publicly disclose whether any individual 18 years of age or older is present in the room with the remote Board member and, if so, the general nature of the member's relationship with each such individual before "any" Board action is taken, but does not specify the frequency of such disclosures. One option is for the remote Board member to make the initial disclosure at the start of the Board meeting and then make additional disclosures, if needed, each time an individual 18 years of age or older enters or exits the room. Another option is for the remote Board member to make separate disclosures before each Board action. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to determine the best means of complying with this requirement.

8. The remote Board member publicly discloses, before any action is taken, whether any individual 18 years of age or older is present at the Board member's location and the general nature of the member's relationship with each such individual

In this circumstance, the agenda need not include the location of the remote Board member or be posted at that location, and the location of the remote Board member need not be open and accessible to the public. (Government Code 54953, 54953.8)

The Board shall give notice of the means by which members of the public may access the meeting and offer public comment. The agenda shall identify and include an opportunity for all persons to attend via a call-in option or an internet-based service option. (Government Code 54953.8)

If the platform or service is disrupted such that the public cannot access the meeting or give real-time public comment, the Board meeting may continue but the Board may not take action on any agenda item until public access to the meeting is restored. (Government Code 54953.8)

CSBA NOTE: Government Code 54953.8.3, as added by SB 707, sets an annual limit on the number of times a remote Board member can attend and participate in a Board meeting for just cause, which is based on the frequency of the Board's regular meetings. Districts should select the option below which best aligns with its regular Board meeting frequency.

OPTION 1: (For Boards that generally hold no more than one regular meeting per month)

A remote Board member may attend and participate in no more than two Board meetings per year for just cause. (Government Code 54953.8.3)

OPTION 1 ENDS HERE

OPTION 2: (For Boards that generally hold two regular meetings per month)

A remote Board member may attend and participate in no more than five Board meetings per year for just cause. (Government Code 54953.8.3)

OPTION 2 ENDS HERE

OPTION 3: (For Boards that generally hold at least three regular meetings per month)

A remote Board member may attend and participate in no more than seven Board meetings per year for just cause. (Government Code 54953.8.3)

OPTION 3 ENDS HERE

CSBA NOTE: Pursuant to Government Code 54953.8.3, as added by SB 707, a "meeting," for the purpose of counting remote attendance and participation, is defined as any number of Board meetings that begin on the same calendar day.

A remote Board member's attendance and participation in multiple Board meetings that begin on the same calendar day shall only count as one Board meeting for purposes of this limit.

Remote Board Meetings During a Proclaimed State of Emergency

CSBA NOTE: Government Code 54953.8.2, added by SB 707, supplanted the authority previously contained in Government Code 54953 related to remote Board meetings during a proclaimed state of emergency and expanded that authority to address local emergencies.

The Board may conduct a remote Board meeting during a proclaimed state of emergency or local emergency in either of the following circumstances: (Government Code 54953.8.2)

1. For the purpose of determining, by majority vote, whether meeting in person would present imminent risks to the health or safety of attendees due to the emergency
2. When the Board, pursuant to Item #1 above, has determined that meeting in person would present imminent risks to the health or safety of attendees due to the emergency

In either such circumstance, the Board may hold a remote Board meeting without: (Government Code 54953.8, 54953.8.2)

1. Including the location of Board members in the agenda
2. Making the locations of Board members open and accessible to the public
3. Posting the agenda at the locations of Board members
4. Having at least a quorum of the Board members within the district boundaries

When the Board holds such a meeting, all of the following shall be followed: (Government Code 54953.8, 54953.8.2)

1. All votes taken during the meeting are by rollcall
2. The public is able to access the meeting via a call-in or audiovisual platform or service, with real-time observation of the meeting and public comment being allowed via the platform or service

The platform or service may require members of the public to register in order to make public comments so long as the platform or service is not controlled by the district.
3. The agenda for the meeting includes information describing how members of the public can access the platform or service

The Board may continue to conduct all Board meetings remotely throughout one or more 45-day periods as long as, prior to the beginning of each 45-day period, the Board has reconsidered the circumstances of the proclaimed state of emergency or local emergency and determined that it continues to directly impact the ability of the Board to meet safely in person. (Government Code 54953.8.2)

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
Bylaw adopted: ??, 2026

Board Policy Manual

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

Board Bylaws**Bylaw 9322: Agenda/Meeting Materials**Agenda Content

Governing Board meeting agendas shall reflect the county/district's vision and goals and the Board's focus on student learning and well-being.

CSBA NOTE: Government Code 54954.2 requires meeting agendas to briefly describe each item to be discussed, including closed session items, and states that a brief general description of an item generally need not exceed 20 words. For information regarding the different types of meetings and meeting location requirements, see BB 9320 - Meetings and Notices. For information regarding remote meetings and attendance, see BB 9320.1 - Remote Meetings and Attendance. For agenda requirements regarding closed session agenda items, see BB 9321 - Closed Session.

Each agenda shall state the meeting time and location(s) and shall briefly describe each item ~~to be transacted or discussed~~ listed in the agenda, including items to be discussed in closed session: in accordance with Board Bylaw 9321 - Closed Session. (Government Code 54954.2)

For a regular meeting, the Board may consider an item not included in the posted agenda in accordance with Board Bylaw 9323.2 - Actions by the Board.

Public Comment

CSBA NOTE: Education Code 35145.5 mandates the Board to adopt regulations which ensure that the public can address the Board regarding matters within the subject matter jurisdiction of the Board.

The agenda shall provide members of the public the opportunity to address the Board on any agenda item before or during the Board's consideration of the item. ~~The agenda for a regular meeting shall also provide members of the public an opportunity to address the Board regarding matters within the subject-jurisdiction of the Board which are not on the,~~ including items to be considered in closed session in accordance with Board Bylaw 9321 - Closed Session and items listed on the consent agenda. (Education Code 35145.5; Government Code 54954.3)

CSBA NOTE: Government Code 54954.3 authorizes reasonable regulations regarding public comment, including establishing limits on the total amount of time allocated for public testimony and for each individual speaker.

There are different practices regarding public comment. Option 1 below reflects that members of the public are provided with one opportunity to address the Board on all open session agenda items. Option 2 below reflects that members of the public are provided with separate opportunities to address the Board on each open session agenda item. Districts should select and complete the option below that reflects district practice or modify an option below to reflect district practice.

OPTION 1 (ONE PUBLIC COMMENT ITEM FOR ALL OPEN SESSION AGENDA ITEMS)

Before any other open session agenda item, there shall be one public comment item on every meeting agenda to give members of the public the opportunity to address the Board on any item on the open session agenda. The public comment period shall last no longer than -- minutes unless extended in accordance with Board Bylaw 9323 - Meeting Conduct. No member of the public may be permitted to speak more than once during this item.

OPTION 1 ENDS HERE

OPTION 2 (SEPARATE PUBLIC COMMENT FOR EACH OPEN SESSION AGENDA ITEM)

As part of every open session item, there shall be an opportunity for members of the public to address the Board on that item. The time set aside for public comment on each item shall last no longer than minutes unless extended in accordance with Board Bylaw 9323 - Meeting Conduct. No member of the public may be permitted to speak more than once on each item.

OPTION 2 ENDS HERE

CSBA NOTE: Government Code 54954.3 provides an exception to the public comment requirement when the item was previously considered by a committee comprised exclusively of Board members and, as amended by SB 707 (Ch. 327, Statutes of 2025), imposes additional requirements for when the exceptions may apply.

The agenda ~~does not~~ need ~~to not~~ provide an opportunity for public comment on an item that has previously been considered at an open meeting by a committee comprised exclusively of Board members, provided that ~~members~~all of the following conditions were met: (Government Code 54954.3)

1. Members of the public were afforded an opportunity to comment on the item, before or during the committee's consideration of the item, ~~and the~~
2. The item has not been substantially changed since the committee considered it ~~it~~
3. A quorum of the committee attended and participated in the committee meeting at which the item was considered from a singular physical location that was clearly identified on the agenda, open to the public, and situated within the boundaries of the district
4. Any other applicable provisions of Government Code 54954.3 ~~}~~

Additionally, the agenda for a regular meeting shall provide members of the public with an opportunity to address the Board regarding matters within the subject matter jurisdiction of the Board which are not on the agenda. (Education Code 35145.5; Government Code 54954.3)

The notice and agenda shall ~~describe the means available for~~include information describing how members of the public ~~to can~~ access the ~~meeting and provide platform or service and how members of the public can offer public comment in person and, if a Board member is appearing remotely due to an emergency circumstance or for just cause~~required pursuant to Government Code 54953, through an internet based service or call in option (Government Code 54953)Board Bylaw 9320.1 - Remote Meetings and Attendance.

Disability-Related Accommodations or Modifications

CSBA NOTE: Government Code 54954.2 requires that the agenda include information regarding how, when, and to whom a request for a disability-related accommodation or modification may be made. Additionally, Government Code 54953.8, as added by SB 707, restates the requirements from Government Code 54953 which provides that boards maintain and implement a procedure for receiving and swiftly resolving requests for reasonable accommodation for individuals with disabilities, consistent with the Americans with Disabilities Act (ADA) (42 USC 12132), and to resolve any doubt in favor of accessibility. The following paragraph should be modified to reflect district practice as to when and to whom such a request should be made.

The agenda shall include information regarding how, when, and to whom a request for disability-related accommodations or modifications, including auxiliary aids and services, may be made by an individual who requires accommodations or modifications in order to participate in the ~~Board~~ meeting, as well as the procedure for receiving and resolving such requests as required by law. (Government Code ~~54953.8,~~ 54954.2, ~~54953~~)

CSBA NOTE: Pursuant to Government Code 54957.5, the agenda for a regular meeting is required to include the address of the location where the public can inspect any materials that are related to an open session item and are distributed to the Board less than 72 hours before that meeting. In Fowler v. City of Lafayette, the California Appellate Court clarified that the disclosure requirements of Government Code 54957.5 also apply to claims or written threats of litigation pursuant to Government Code 54956.9.

For more information regarding the dissemination of agenda materials to the public, see "Regular Meeting Agenda Dissemination to Members of the Public" and "Special Meeting Agenda Dissemination to Members of the Public" below.

Each agenda for a regular meeting shall list the address designated by the Superintendent or designee for public inspection of documents related to an open session item, or for records of a statement threatening litigation against the district to be discussed in closed session, when such documents have been distributed to the Board less than 72 hours before the meeting. (Government Code 54956.9, 54957.5)

CSBA NOTE: Pursuant to Education Code 49073.2, the Board is prohibited from including in its minutes a student's directory information, as defined in Education Code 49061, or a parent/guardian's personal information, as defined in Education Code 49073.2, when the student or parent/guardian has provided the Board with a written request that such information be excluded; for more information on regarding minutes, see BB 9324 - Minutes and Recordings. In order to notify students and parents/guardians of the right to request that this information be withheld, the following paragraph requires including such a statement in each agenda and should be modified to reflect district practice.

Each agenda shall include a statement regarding the option for students and parents/guardians to request that directory information or personal information of the student or parent/guardian, as defined in Education Code 49061 and/or 49073.2, be excluded from the minutes. ~~The~~ Additionally, the agenda shall ~~also~~ state that the request must be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

Agenda Preparation

CSBA NOTE: It is common practice for the Board president and the Superintendent to work together to develop the agenda for each meeting. However, some Boards prefer that the Board president makes the final decision regarding the agenda. The following paragraph reflects collaboration between the Board president and Superintendent and should be modified to reflect district practice.

The Board president and the Superintendent, as secretary to the Board, shall work together to develop the agenda for each ~~regular and special~~ meeting.

~~Any, including whether an item requires Board member action and whether an item shall be considered in open or member of the public closed session.~~

CSBA NOTE: Education Code 35145.5 mandates that the Board adopt reasonable regulations to ensure that members of the public can place matters directly related to district business on meeting agendas. Districts are free to establish their own timeline for placing an item on the agenda, taking into account staff time and resources, as long as the established timeline is a reasonable one. In Caldwell v. Roseville Joint Union High School District, a federal district court upheld a district bylaw requiring members of the public to submit a written request in order to place items on a meeting agenda. The following paragraph requires that members of the public submit a written request and should be revised to reflect district practice.

Any member of the public, or an individual Board member acting in that Board member's capacity as a member of the public, may request that a matter within the subject matter jurisdiction of the Board be placed on the agenda of a regular meeting. The request shall be submitted in writing to the Superintendent or designee with supporting documents and information. (Education Code 35145.5)

CSBA NOTE: In Mooney v. Garcia, the California Appellate Court reaffirmed the Board's discretion in determining whether an agenda item is within the subject matter jurisdiction of the Board.

The Board president and Superintendent shall decide whether such a request ~~from a member of the public~~ is within the subject matter jurisdiction of the Board. Items not within the subject matter jurisdiction of the Board ~~may~~shall not be placed on the agenda. ~~In addition, before placing the item on the agenda, the~~ Additionally, if the Board president and Superintendent ~~shall~~ determine ~~if that~~ the ~~item request~~ is merely a request for information, ~~and if so, respond accordingly.~~

~~If the Board president and Superintendent deny a request from a Board member to place an item on the agenda, the Board member may request the Board take action during a Board meeting to determine whether the item then the request shall~~ not be placed on the agenda.

CSBA NOTE: It is common practice for individual Board members to be permitted to request that matters within the subject matter jurisdiction of the Board be placed on an agenda. However, even if no such explicit permission exists, Board members may do so as members of the public pursuant to Government Code 35145.5. The following two paragraphs, which should be modified to reflect district practice, create separate authority for individual Board members to request that matters within the subject matter jurisdiction of the Board be placed on an agenda and a process by which that request can be voted on by the Board if it is denied.

A Board member may request in writing, at a meeting as part of a related open session item, or at a meeting as part of an open session item intended for this purpose that a specific matter within the subject matter jurisdiction of the Board be placed on an upcoming Board agenda. Within thirty (30) days of receiving the request, the Board member shall be informed by the Board president if the request has been approved or denied by the Board president and Superintendent.

~~The~~If the request is approved, the Board president and Superintendent shall ~~also decide whether an agenda item is appropriate for discussion in open or closed session, inform the Board member of the general timeframe that the matter will be placed on an agenda, on which part of the agenda the item will appear, and whether the item requires action by the Board.~~ If the request is denied, the Board president and Superintendent fail to provide a response to the request, or the requesting Board member disagrees with the timeframe that the matter will be placed on an agenda, on which part of the agenda the item will appear, ~~or whether the item should be an~~requires action by the Board, then the Board member may appeal the response to the request to the Board. The Board president and Superintendent shall place the appeal on the next upcoming regular meeting agenda for Board action, but only as to whether, when, and how to agendize the requested matter. If a majority of the Board agrees with the appeal, the item subject to Board vote or an information item, and when the item is placed on the agenda will be considered in accordance with the decision of the majority of the Board.

CSBA NOTE: The following optional paragraph is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. It is important for such boards to limit the use of the consent agenda to noncontroversial matters and to establish rules that help ensure that any use of the consent agenda does not reduce transparency in the Board's conduct of district business or result in violation of the open meeting laws. Additionally, boards should be aware that, by law, certain items may not be placed on the consent agenda. For more information regarding what item may not be placed on the consent agenda, see BB 9323.2 - Actions by the Board.

In order to promote efficient meetings, the Board may bundle a number of items and act upon them together by a single vote through the use of a consent agenda, except as required by law. Consent items shall be items of a routine nature ~~and items~~ for which Board discussion is not anticipated and for which the Superintendent recommends approval. ~~When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a separate agenda item.~~

~~The agenda shall provide an opportunity for members of the public to comment on any consent agenda item unless such item has been previously considered at an open meeting of a committee comprised exclusively of Board members. (Government Code 54954.3)~~

~~Any Board action that involves borrowing \$100,000 or more shall be discussed, considered, and deliberated upon as a separate item of business on the meeting agenda. (Government Code 53635.7)~~

~~All public communications with the Board are subject to requirements of relevant Board policies and administrative regulations.~~

Agenda Dissemination to Board Members

CSBA NOTE: Pursuant to Government Code 7921.310, when the Board, in the conduct of its duties, is authorized by law to access any writing of the Board or district, including the agenda and supporting documents, the district is prohibited from discriminating between or among Board members as to when and which writing will be made available.

At least 72 hours before each regular meeting, each Board member shall be provided a copy of the agenda and ~~agenda packet, including all related materials such as~~ the Superintendent or designee's report; minutes to be approved; copies of communications; reports from committees, staff, and others; and other available supporting documents pertinent to the meeting.

Additionally, the Superintendent or designee may distribute to the Board additional materials related to agenda items less than 72 hours before each regular meeting, as permitted by law.

CSBA NOTE: Government Code 54956, as amended by SB 707, only refers to the authority to "call" and "notice" a special meeting. However, in practice these terms, particularly "notice," are synonymous with "agenda." The following paragraph utilizes the term "agenda" and should be modified to reflect district practice.

~~When special meetings are~~ When a special meeting is called, Board members shall receive, the agenda and all related materials at least 24 hours prior to the meeting, ~~notice of the business to be transacted.~~ (Government Code 54956)

Board members shall review the agenda and all related materials before each regular or special meeting. Individual Board members may confer directly with the Superintendent or designee to ask questions and/or request additional information on agenda items. However, a majority of Board members shall not, outside of a noticed meeting, directly or through intermediaries or electronic means, discuss, deliberate, or take action on any matter within the subject matter jurisdiction of the Board.

Regular Meeting Agenda Dissemination to Members of the Public

~~Agenda~~ The agenda and all related materials distributed to the Board related to a regular meeting shall be made available to the public upon request without delay. However, only those documents which are disclosable public records under the California Public Records Act (PRACCPRA) and which relate to an agenda item scheduled for the open session portion of a regular meeting or which contain a claim or written threat of litigation which will be discussed in closed session shall be made available to the public. (Government Code 54956.9, 54957.5)

CSBA NOTE: The Attorney General opined in 78 Ops.Cal.Atty.Gen. 327 (1995) that weekend hours may be counted as part of the 72-hour period for posting of the agenda prior to a regular meeting. In the same opinion, the Attorney General found that the requirement for the agenda to be posted in a "freely accessible" location means that it can be read by the public at any time, including evening hours, during the 72 hours immediately preceding the meeting.

At least 72 hours prior to a regular meeting, the agenda shall be posted at one or more locations freely accessible to members of the public. (Government Code 54954.2)

CSBA NOTE: Government Code 54954.2 requires that the agenda be posted on the homepage of the district website, if it has one, in accordance with law. Districts that use an integrated agenda management platform, such as CSBA's GAMUT Meetings, may provide a direct link on the homepage of the district's website to access agendas posted on the platform. Pursuant to Government Code 54954.2, the link is required to not be solely accessible through a contextual menu, and the agenda must be posted in a format which is retrievable, downloadable, indexable, electronically searchable by commonly used Internet search applications, available to the public free of charge, and without any restriction that would impede the reuse or redistribution of the agenda.

The Attorney General has opined in 99 Ops.Cal.Atty.Gen. 11 (2016) that the Brown Act regular meeting online agenda posting provision contained within Government Code 54954.2 is not necessarily violated when a local agency's website experiences technical difficulties that cause the agenda to become inaccessible to the public for a portion of the 72 hours that precede the meeting. If the local agency has otherwise substantially complied with the Brown Act agenda posting requirements, the legislative body may lawfully hold its regular meeting as scheduled.

Pursuant to Government Code 54957.5, the district may post on the district's website any writing related to an open session item of a regular meeting which is distributed to Board members less than 72 hours before the meeting, when, due to the closure of the location designated for inspection, the writing is not available for inspection by the public. To post such a writing, the requirements specified in Items #1-4 below are required to be met. It is recommended that districts with questions regarding this exception consult CSBA's District and County Office of Education Legal Services or district legal counsel.

~~In addition~~ **Additionally**, the Superintendent or designee shall post the agenda on the homepage of the district website. The posted agenda shall be accessible through a prominent direct link to the current agenda or to the district's agenda management platform in accordance with Government Code 54954.2. When the district utilizes an integrated agenda management platform, the link to that platform shall take the user directly to the website with the district's agendas, and the current agenda shall be the first available. (Government Code 54954.2)

If a writing which relates to an open session agenda item or which contains a claim or written threat of litigation which will be discussed in closed session during a regular ~~Board~~ meeting is distributed to the Board less than 72 hours prior to ~~at~~ the meeting, the Superintendent or designee shall make the writing available for public inspection at a designated location at the same time the document is distributed to all or a majority of the Board.

However, if the writing is distributed to at least a majority of the Board at a time when the designated location is closed to the public, this requirement may be satisfied by posting the writing on the district website if the following conditions are met: (Government Code 54957.5)

1. An initial staff report or similar document containing an executive summary and any staff recommendations related to the agenda item is made available for public inspection at the designated location at least 72 hours before the meeting

2. The writing is immediately posted on the district's website in a position and manner that makes it clear that the writing relates to an agenda item for the upcoming meeting
3. The district lists the website address where such writings may be accessed on all Board meeting agendas
4. A physical copy of the document is made available for public inspection at the designated location at the beginning of the next regular business hours, but not less than 24 hours before the ~~relevant Board~~ meeting

The Superintendent or designee shall mail a copy of the agenda or a copy of all the documents constituting the agenda packet to any person who requests the items. The materials shall be mailed at the time the agenda is posted or upon distribution of the agenda to a majority of the Board, whichever occurs first. (Government Code 54954.1)

The Superintendent or designee shall email a copy of, or a website link to, the agenda or a copy of all the documents constituting the agenda packet to any person who requests such items to be delivered by email. If the Superintendent or designee determines that it is technologically infeasible to do so, a copy of the agenda or a website link to the agenda and a copy of all other documents constituting the agenda packet shall be sent to the person who has made the request in accordance with mailing requirements specified in law. (Government Code 54954.1)

Any request for mailed copies of agendas or agenda packets shall be in writing and shall be valid for the calendar year in which it is filed. Written requests must be renewed following January 1 of each year. (Government Code 54954.1)

CSBA NOTE: Government Code 54954.1 authorizes districts to charge a fee for mailing the agenda or agenda packet as long as the fee does not exceed the cost of providing the service. Pursuant to Government Code 54957.5, a surcharge may not be imposed for providing the agenda and other public record documents in alternative formats to persons with disabilities. The following optional paragraph is for use by districts that charge a fee for mailing the agenda or agenda packet and should be deleted or modified to reflect district practice.

Persons requesting mailing of the agenda or agenda packet shall pay an annual fee, as determined by the Superintendent or designee, not to exceed the cost of providing the service.

Any document prepared by the district or Board and distributed during ~~a public~~ an open meeting shall be made available for public inspection at the meeting. Any document prepared by another person shall be made available for public inspection after the meeting. These requirements shall not apply to a document that is exempt from public disclosure under the PRACCPRA. (Government Code 54957.5)

CSBA NOTE: Pursuant to Government Code 54954.1, upon request, the agenda and all related materials are required to be made available in appropriate alternative formats to persons with a disability, as required under the ADA. Examples of alternative formats, also referred to as "auxiliary aids and services," are listed in 28 CFR 36.303 and include accessible electronic and information technology, audio recordings, or Braille materials.

Upon request, the Superintendent or designee shall make the agenda, agenda packet, and/or any writings distributed at the meeting available in appropriate alternative formats to persons with a disability, as required by the Americans with Disabilities Act.- (Government Code 54954.1)

Special Meeting Agenda Dissemination to Members of the Public

CSBA NOTE: The portions of the Brown Act related to the dissemination of the agenda and related materials are inconsistent in regard to whether they apply solely to regular meetings or are silent as to which type of meeting they apply. Out of an abundance of caution and to reflect common practice among districts, the following section, which should be modified to reflect district practice, is written to extend the agenda dissemination requirements for regular meetings to special meetings. It is recommended that districts with questions regarding special meeting agenda dissemination consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The requirements for the dissemination of regular meeting agendas and related materials and writings to members of the public found in "Regular Meeting Agenda Dissemination to Members of the Public" shall be applicable to the dissemination of special meeting agendas and related materials and writings to members of the public except that the 24-hour requirement shall apply rather than the 72-hour requirement.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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revised: July 11, 2023

Board Policy Manual

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

Board Bylaws

Bylaw 9323: Meeting Conduct

Meeting Procedures

All Governing Board meetings shall begin on time and shall be guided by an agenda prepared in accordance with Board bylaws and posted and distributed in accordance with the Ralph M. Brown Act (open meeting requirements) and other applicable laws.

CSBA NOTE: The law does not require a particular set of procedures to govern Governing Board meetings. However, it is common to use Robert's Rules of Order or Rosenberg's Rules of Order. The following paragraph should be modified to reflect district practice.

The Board chair, who is either the Board president or the Board member chairing the meeting at the time if the Board president is absent, shall conduct Board meetings in accordance with ~~Board bylaws and procedures that Robert's Rules of Order to~~ enable the Board to efficiently consider issues and carry out the will of the majority.

CSBA NOTE: The following optional paragraph limits the length of Board meetings and should be revised to reflect district practice.

The Board believes that late night meetings can deter public participation, ~~can~~ affect the Board's decision-making ability, and ~~can~~ be a burden to staff. Regular Board meetings shall be adjourned by 10:30 p.m. unless extended to a specific time determined by a majority of the Board. The meeting shall be extended no more than once and, if necessary, may subsequently be adjourned to a later date.

CSBA NOTE: The following optional paragraph, which should be revised to reflect district practice, is for boards that use the consent agenda or calendar to take action on matters of a routine nature for which discussion may not be necessary. For more information regarding the use of a consent agenda or calendar, see BB 9322 - Agenda/Meeting Materials.

When any Board member requests the removal of an item from the consent agenda, the item shall be removed and given individual consideration for action as a separate agenda item. The Board chair shall determine where on the agenda the former consent item is placed.

Quorum and Abstentions

~~The~~ Except as required by law, the Board shall act by majority vote of all of the membership constituting the Board. (Education Code 35164)

~~The~~ Except when prohibited by law, the Board ~~believes that when no conflict of interest requires abstention, expects~~ its members ~~have a duty~~ to vote on all issues before them. When a member abstains, the abstention shall not be counted for purposes of determining whether a majority of the membership of the Board has taken action.

Public Participation

CSBA NOTE: Pursuant to Government Code 54953.3, members of the public cannot be required to register their names, complete a questionnaire, or provide other information as a condition of attending a Board meeting, except that a member of the public desiring to observe the meeting or provide comment through the use of a third party website or online platform may be required to register as required by the third party provider.

Members of the public may be given or asked for non-personal identifying information (e.g., a numbered ticket) to indicate speaking order for public comment. If an attendance list or similar document is posted near the entrance or circulated during the meeting, it is required to clearly state that signing or completing the document is voluntary.

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. So as not to inhibit public participation, ~~persons~~members of the public attending a Board ~~meetings~~meeting shall not be requested to sign in, complete a questionnaire, or otherwise provide their name or other information as a condition of attending the meeting, except ~~that if the meeting is conducted using remote public participation or with a Board member attending remotely pursuant to Government Code 54953,~~ a member of the public ~~desiring to provide~~desires to observe the meeting or make public comment through the use of a third party ~~internet~~ website or online platform ~~may be required to register~~ as required by the third party provider.

~~In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:-~~

~~The~~To facilitate public comment, the Board ~~shall give~~may request that members of the public ~~an opportunity who wish~~to address the Board on any item of interest~~give public comment provide their names or other identifying information to determine speaking order.~~

~~In order to conduct district business in an orderly and efficient manner, public comment shall occur in accordance with Board Bylaw 9322 - Agenda Meeting/Materials and in compliance with the public that is within the subject matter jurisdiction of the Board, either before or during the Board's consideration of the item. (Education Code 35145.5; Government Code 54954.3) following procedures:~~

CSBA NOTE: District employees have the same right as members of the public to address the Board during a public Board meeting. In 90 Ops.Cal.Atty.Gen. 47 (2007), the Attorney General opined that, under the Ralph M. Brown Act, an administrative district employee cannot be prohibited from attending a Board meeting or from speaking during the public comment period, including comments on an employment-related issue.

~~At a time so designated on the agenda at a regular meeting, members of the public may bring before the Board matters that are not listed on the agenda.-~~

1. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law- (Education Code 35145.5; Government Code 54954.2)
2. ~~Without taking action,~~ Board members or district staff members may briefly respond to statements made or questions posed by the public about items not appearing on the agenda-(Government Code 54954.2)

Additionally, on their own initiative or in response to questions posed by the public, Board members or staff members may ask a question for clarification, make a brief announcement, or make a brief report on their own activities. (Government Code 54954.2)

~~Furthermore~~In addition, the Board or a Board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code 54954.2)

- ~~3. The Board need not allow the public to speak on any item that has already been considered by a committee composed exclusively of Board members at a public meeting where the public had the opportunity to address the committee on that item. However, if the Board determines that the item has been substantially changed since the committee heard the item, the Board shall provide an opportunity for the public to speak. (Government Code 54953)~~

CSBA NOTE: Government Code 54954.3 authorizes reasonable regulations, including the total amount of time allocated for each individual speaker and whether speakers may defer or combine time. The following paragraph may be modified to reflect district practice.

- ~~4.3. A person~~ A member of the public wishing to be heard by the Board shall first be recognized by the ~~president and shall then proceed to comment as briefly as the subject permits.~~

~~In general, individual speakers will~~ Board chair

~~An individual speaker shall be allowed threea maximum of~~ minutes to address the Board ~~on each agenda or nonagenda item, and the Board will limit the total time for public input on each item to 20 minutes. However, in exceptional circumstances when necessary to ensure full opportunity for public input, the Board president may, with Board consent. However, the Board chair, or a majority of the Board, may~~ adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be done equitably so as to allow a diversity of viewpoints. ~~The president~~Additionally, the Board chair may ~~also~~ ask members of the public with the same viewpoint to select a few individuals to address the Board on behalf of that viewpoint.

In order to ensure that non-English speakers receive the same opportunity to directly address the Board, any member of the public who utilizes a translator shall be provided at least twice the allotted time to address the Board, unless simultaneous translation equipment is used to allow the Board to hear the translated public testimony simultaneously. (Government Code 54954.3)

- ~~4. The Board president~~An individual speaker may rule on give some or all of the appropriateness of a topicspeaker's time to another speaker, provided that no individual speaker is permitted to speak more than the maximum time permitted per individual speaker pursuant to Board Bylaw 9322 - Agenda/Meeting Materials

- ~~5. For any public comment period with a time limit when a remote Board member is attending and participating based on just cause pursuant to Board Bylaw 9320.1 - Remote Meetings and Attendance, the Board may not close that public comment period or the opportunity to register to provide public comment via the two-way audiovisual platform or two-way audio service until the full time for public comment has elapsed (Government Code 54953.8)~~

For any other public comment period when a remote Board member is attending and participating based on just cause pursuant to Board Bylaw 9320.1 - Remote Meetings and Attendance, the Board shall allow a reasonable amount of time to permit members of the public to provide public comment and to register to do via the two-way audiovisual platform or two-way audio

service. (Government Code 54953.8)

5.6. The Board chair shall determine whether an individual's public comment is within the scope of the public comment period, subject to the following conditions:

- a. If the public comment is within the scope of a topic would be suitably addressed at a later time different public comment period, the Board president may chair shall so indicate the time and place when it should be presented.
- b. The Board shall not prohibit public criticism of the Board, individual Board members, the district, its policies, procedures, programs, services, acts, or omissions. shall not be prohibited (Government Code 54954.3)

CSBA NOTE: The following optional item addresses the issue of specific charges or complaints against district employees in open Board meetings. Although the Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit criticisms of the district and its employees, no matter how harsh. Board members and staff may briefly respond to the concerns raised by the complainant at the meeting.

In Baca v. Moreno Valley Unified School District, a federal district court issued a preliminary injunction against the district prohibiting it from enforcing its policy barring criticism of employees at public Board meetings. The court found that the district's policy violated the plaintiff's First Amendment rights by restricting the content of her speech. The court further noted that the district could not legally prevent a member of the public from speaking in open session, even if the speech was clearly defamatory. It is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding public criticism of a district employee.

- b.c. The Board shall not prohibit public criticism of district employees. Public criticism of district employees shall not be prohibited

However, whenever a member of the public initiates specific complaints or charges against an individual employee, the Board president chair shall inform the complainant of the appropriate complaint procedure.

Disruptions

CSBA NOTE: Government Code 54957.95 authorizes the Board to remove a person who willfully disrupts or disturbs a meeting. Examples of disruptive conduct might include conduct that is extremely loud, disturbing, or creates a health or safety risk. In McMahon v. Albany Unified School District, a California Appellate Court held that a speaker's constitutional rights were not violated when the speaker was removed from a Board meeting after dumping a substantial amount of garbage on the floor of the meeting room. Because the speaker was not removed based on the content of his speech, the court upheld his conviction for a willful disruption of a public meeting. In City of San Jose v. Garbett, the court held that a legislative body may exclude from a meeting a person who has expressed a credible threat of violence that would place reasonable persons in fear for their safety or the safety of their immediate family and that serves no legitimate purpose.

However, the courts have found that a person's conduct is required to actually disrupt the meeting in order to warrant ejection. In Norse v. City of Santa Cruz, the court held that the city council improperly ejected a member of the public who gave the council a silent Nazi salute, on the grounds that the action did not interfere with the proceedings of the meeting.

Because of the potential impact on the public's access to open meetings, it is recommended that the Board consult CSBA District and County Office of Education Legal Services or district legal counsel if a question arises regarding the procedures for removing a disruptive individual, or if an individual's behavior warrants removal from a meeting.

The Board ~~president~~chair shall not permit ~~actual disruption of an individual to actually disrupt a Board meeting~~meeting. Actual disruption by an individual ~~or group~~ or any conduct or statements that threaten the safety of any person(s) at the meeting shall be grounds for the ~~president~~Board chair to terminate the privilege of addressing the Board for that meeting and remove the individual from the meeting.

~~The Board President or designee may remove an individual for actually disrupting the meeting.~~
(Government Code 54957.95)

Prior to removal, the individual shall be warned that ~~their~~the individual's behavior is disrupting the meeting and that failure to cease the disruptive behavior may result in removal. If, after being warned, the individual does not promptly cease the disruptive behavior, the Board ~~president~~chair, or designee, may then remove the individual from the meeting. (Government Code 54957.95)

When an individual's behavior constitutes the use of force or a true threat of force, the individual shall be removed from a Board meeting without a warning. (Government Code 54957.95)

Disrupting means engaging in behavior during a Board meeting that actually disrupts, disturbs, impedes, or renders infeasible the orderly conduct of the meeting and includes, but is not limited to, a failure to comply with reasonable and lawful regulations adopted by a legislative body pursuant to Section 54954.3 or any other law, or engaging in behavior that constitutes use of force or a true threat of force. (Government Code 54957.95)

True threat of force means a threat that has sufficient indicia of intent and seriousness, that a reasonable observer would perceive it to be an actual threat to use force by the person making the threat. (Government Code 54957.95)

6- Additionally, the Board may order the room cleared ~~if necessary~~when a group or groups of persons willfully interrupts so as to render the orderly conduct of the meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting. In this case, members of the media not participating in the disturbance shall be allowed to remain, and individuals not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to such a group disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code 54957.9)

~~When disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, or if removing the disruptive individual(s) or clearing the room is infeasible, move the meeting to another location. The Board may direct the Superintendent or designee to contact local law enforcement as necessary.~~

CSBA NOTE: In Berkeley People's Alliance v. City of Berkeley, the California Appellate Court held that Government Code 54957.9 requires a legislative body to clear the meeting room when a meeting is willfully disrupted and order cannot be restored by removing disruptive individuals and does not permit the legislative body to relocate the meeting to a different room in lieu of clearing the meeting room.

When such group disruptive conduct occurs, the Board may decide to recess the meeting to help restore order, remove the disruptive individual(s), or clear the room. Additionally, the Board may adjourn the meeting to another time and location specified in an order of adjournment. The Board chair may direct the Superintendent or designee to contact local law enforcement as necessary. (Government Code 54955, 54957.9, 54957.95, 54957.96)

Recording by the Public

CSBA NOTE: Government Code 54953.5 provides that any member of the public attending an open meeting may record it with an audio or video recorder or a still or motion picture camera unless the Board makes a reasonable finding that the recording cannot continue without noise, illumination, or obstruction of view which would persistently disrupt the meeting. Government Code 54953.6 requires a similar finding before the Board can prohibit or restrict a broadcast of its meetings.

The following paragraph extends the right to record an open meeting to include recordings made by other devices such as a cell phone.

Members of the public may record an open Board meeting using an audio or video recorder, still or motion picture camera, cell phone, or other device, provided that the noise, illumination, or obstruction of view does not persistently disrupt the meeting. The Superintendent or designee may designate locations from which members of the public may make such recordings without causing a distraction.

If the Board finds that noise, illumination, or obstruction of view related to these activities would persistently disrupt the proceedings, these activities shall be discontinued or restricted as determined by the Board. (Government Code 54953.5, 54953.6)

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

Bylaw adopted: April 10, 2007

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revised: ??, 2026

CSBA POLICY GUIDE SHEET – May 26, 2026 *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 5144.1 - Suspension and Expulsion/Due Process

Policy updated to add that off campus student behavior may result in discipline when it disrupts district programs and activities or is otherwise prohibited by law, Board policy or administrative regulation. Additionally, policy updated to include state law authorization for the Governing Board, on a case-by-case basis, to permit a student Board member to make restorative justice recommendations to the Board regarding specific expulsion matters. In addition, policy updated to reflect **NEW LAW (AB 1230, 2025)** which (1) requires the Board, at the time of the expulsion order, to recommend a plan for the student's rehabilitation, and (2) adds to the list of outcome data the Superintendent or designee is required to maintain.

Board Policy 5145.2 - Freedom Of Speech/Expression

Policy updated to (1) add language to the Governing Board's philosophical statement related to providing a welcoming, safe, and supportive school environment that protects students from discrimination, harassment, intimidation, and bullying, or other types of expression prohibited by law, (2) delete headings for On- and Off- Campus Expression, (3) expand student exercise of freedom of speech and/or the press to include official district and school websites or social media accounts identified and made available for such purpose, (4) expand which student expressions, or distributing or posting of material, is prohibited, (5) clarify material related to off-campus expression, including electronic expression via a personal device or online expression via a personal social media account, and (6) clarify material related to when student expression may be subject to discipline.

Board Policy 6142.7 - Physical Education and Activity

Policy updated to reflect that districts are required to grant a student in kindergarten-grade 12 an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting, and that the student be provided alternative assignments or activities for the period the student is granted an accommodation. Additionally, policy updated to reflect the requirement that the district (1) develop, adopt, and implement extreme weather protocols that incorporate the standardized guidelines compiled by the California Department of Education that include specific measures to be taken during extreme weather conditions, and (2) that the adopted weather protocols be annually reviewed, evaluated, and if necessary, updated in accordance with law. In addition, policy updated to authorize the Superintendent or designee to offer an alternate term schedule for grades 6-12 physical education courses.

Board Policy 6146.1 - High School Graduation Requirements

Policy updated to (1) clarify where, in policy, exemptions from district-adopted graduation requirements can be found, (2) reflect **NEW LAW (AB 821, 2025)** which indefinitely extends the authorization for career technical education to count toward the visual or performing arts or world language graduation requirement, and (3) qualify that the graduation requirement for a one-semester course in ethnic studies beginning with the 2029-30 school year is contingent on state funding. Additionally, policy updated to reflect (1) the graduation requirement, beginning in the 2030-31 school year, for the completion of a stand-alone one- semester course in personal finance that may not be combined with any other course, and (2) the authorization, starting with students graduating in 2030-31, for a student who completes such a course to be exempt from the requirement to complete a one-semester course in economics. In addition, policy updated to clarify (1) that the Governing Board may adopt additional coursework or other requirements that district students are required to complete in order to obtain a high school diploma, and (2) that the Board is expressly authorized by law to adopt a policy that exempts students from additional locally adopted graduation requirements. Policy also updated to expand the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," to include the graduation exemptions for foster youth, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a student who is migratory or a student participating in a newcomer program as specified in law (highly mobile students), with material that was formerly in separate policies unique to the particular characteristic of the highly mobile student.

Board Policy 6146.3 - Reciprocity of Academic Credit

Policy updated in conjunction with the accompanying administrative regulation.

Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities

Policy updated to reflect the authorization for districts to exempt a student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year, and who satisfies eligibility criteria, from all coursework and other requirements adopted by the Governing Board that are additional to the statewide course requirements, and to award the student a high school diploma.

Board Policy 6173 - Education for Homeless Children

Policy updated to delete reporting requirements related to students experiencing homelessness who graduated in the fourth or fifth year of high school with an exemption from district-established graduation requirements that are in addition to the statewide course requirements, as that material is in Board Policy 6146.1 - High School Graduation Requirements, in the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," which includes such exemptions for all highly mobile students.

Board Policy 6173.1 - Education for Foster Youth

Policy updated to delete reporting requirements related to foster youth who graduated in the fourth or fifth year of high school with an exemption from district-established graduation requirements that are in addition to the statewide course requirements, as that material is in Board Policy 6146.1 - High School Graduation Requirements in the section, "Exemption from District-Adopted Graduation Requirements for Highly Mobile Students," which includes such exemptions for all highly mobile students.

Board Policy 6173.4 - Education for American Indian Students

Policy updated to reference the Native American Studies Model Curriculum, which is a state funded comprehensive, standards-aligned curriculum dedicated to Native American Studies that offers lessons that integrate Native perspectives across academic disciplines.

Board Policy 6175 - Migrant Education Program

Policy updated to clarify that first priority for services to students who are migratory is for those students who have made a qualifying move within the previous one-year period.

Board Policy Manual

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

Students**Policy 5144.1: Suspension And Expulsion/Due Process**

CSBA NOTE: Education Code 35291 requires the Governing Board to prescribe rules and regulations for maintaining discipline in the schools under its jurisdiction. Education Code 48918 mandates the setting of rules and regulations for student expulsion as specified in this Board policy and the accompanying administrative regulation.

While recognizing that suspension or expulsion of students is sometimes necessary, legislative, administrative, regulatory, civic, and educational leaders are united in the belief that instructional time should be used for student learning purposes and that school discipline should be imposed in a way that, as much as possible, does not exclude students from school or limit their ability or opportunity to learn. The U.S. Department of Education's (USDOE) March 2023, "Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates," states that unfair student discipline can result in a negative school climate, and an array of serious educational, economic, social, and emotional problems, including school avoidance and diminished educational engagement, decreased academic achievement, increased behavior problems, an increased likelihood of repeating a grade or dropping out, and involvement with the juvenile justice system. Consequently, USDOE recommends districts ensure the fair administration of student discipline in ways that treat students with dignity and respect while using a continuum of supports to increase student success and promote positive and supportive school environments that support students and keep them in the classroom learning as much as possible. Additionally, USDOE recommends schools to adopt a coordinated system of whole school evidence-based intervention practices that are more effective than exclusionary discipline in addressing student behavior and improving school climate and safety, such as positive behavioral interventions and supports; trauma-informed practices; social and emotional wellbeing; and restorative practices.

Pursuant to Education Code 48900.5, a district is not authorized to suspend a student for certain specified violations unless the student has been subjected to other means of correction which have failed to bring about proper conduct. Such other means of correction include, but are not limited to, conferences between school personnel, the student, and the student's parent/guardian; use of study, guidance, or other intervention teams to develop a plan to address the behavior in partnership with the student; referral for behavioral supports; and participation in restorative justice programs. Additionally, pursuant to Education Code 48900.5, districts are encouraged to have a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, as well as the victim, to engage in a restorative justice practice suitable to address the needs of both the victim and the perpetrator, as specified in the accompanying administrative regulation. For further information about specific disciplinary strategies, including alternatives to class or school removals, see BP/AR 5144 - Discipline.

Education Code 48900.5 authorizes a district to document in a student's records the alternative means of correction used to address the student's behavior. Furthermore, when a student is being suspended by the Superintendent, principal, or designee, Education Code 48911 requires that the student be informed, during the informal conference that precedes the suspension, of the other means of correction that were attempted before the suspension.

Pursuant to Education Code 48913.5, when a student in any of grades 1-12 has been suspended for two or more school days, the student's parent/guardian, or other person holding the right to make educational decisions for the student, may request homework that the student would otherwise have been assigned, and the student's teacher is required to provide such homework. For more information regarding homework requests for students who have been suspended, see BP 6154 - Homework/Makeup Work.

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

CSBA NOTE: Pursuant to Education Code 48900(s), a student may be subject to discipline only when the violation is related to a school activity or school attendance as specified below. A student may also be disciplined for a violation committed away from school if it is related to a school activity or to school attendance. For example, Education Code 48900 defines bullying by means of an electronic act as including an act that originates off campus. Another example is the hostile school environment which a victim may suffer from sexual harassment that occurs off campus. In general, courts have upheld 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. Additionally, courts have analyzed the reasonableness of the discipline and whether the disciplinary action taken was in proportion to the student's misbehavior. For more information regarding the definition of bullying, see the accompanying administrative regulation and BP/AR 5131.2 - Bullying. For more information regarding the protection of students against sexual harassment, see BP/AR 5145.7 - Sexual Harassment. See also BP 5131 -- Conduct and BP/AR 5145.2 - Freedom of Speech/Expression.

Except when otherwise permitted by law, a student may be suspended or expelled only when the behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus
4. During, going to, or coming from a school-sponsored activity

Off campus behavior may result in discipline when it disrupts district programs and activities or as otherwise prohibited by law, Board policy, or administrative regulation.

CSBA NOTE: The following paragraph addresses the problem of unlawful discrimination in the administration of student discipline. The California Department of Education's (COE) May 2025 letter, "Update Regarding School Discipline Policies," states that discrimination based on race in student discipline continues to be a significant concern and that disparities by race have persisted in the application of student discipline in schools.

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

CSBA NOTE: Education Code 48900.5 requires districts to use other means of correction instead of suspension, except when a student commits certain enumerated offenses. The following section reflects legislative intent regarding appropriate use of suspension as a means of disciplining students and may be modified to reflect district practice.

Except when a student's act violates Education Code 48900(a)-(e), as listed in Items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when the student's presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

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

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

CSBA NOTE: Education Code 48900(k) prohibits the suspension of a student for disruption or willful defiance. Suspension of a student in grades 6-12 for disruption or willful defiance is prohibited until July 1, 2029. However, teachers may still suspend a student from class for willful defiance pursuant to Education Code section 48910. As part of the other means of correction specified in Education Code 48900.5, employees may also refer students for timely in-school interventions or supports for disruption or willful defiance.

Pursuant to Education Code 48900, if a student is referred on this basis, school administrators, are required to inform the referring employee within five business days, verbally or in writing, of the actions taken and, if none, the rationale for not providing any timely in-school interventions or supports. For more information regarding suspension of a student from class for willful defiance, see "Suspension from Class by a Teacher" in the accompanying administrative regulation.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled based solely on a student's truancy, tardiness, or absenteeism from assigned school activities. (Education Code 48900)

On-Campus Suspension

CSBA NOTE: As an alternative to off-campus suspension, Education Code 48911.1 authorizes a supervised suspension classroom program for students who pose no imminent danger to anyone at school and who have not been recommended for expulsion, as specified below.

The following optional section is for use by districts implementing a supervised suspension classroom program. Such districts may continue to claim funding apportionments for students so assigned, provided they meet specific criteria which are set forth under "On-Campus Suspension" in the accompanying administrative regulation. A district does not receive funding for off-campus suspensions.

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code ~~48918(j))489180))~~)

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)-

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 287, 288, or 289, or former 288a, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation, the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))-

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

CSBA NOTE: Pursuant to Education Code 35012, the Board may authorize a student Board member(s) to make restorative justice recommendations regarding expulsions if certain conditions are met. The following optional two paragraphs are for use by districts that choose to grant such authority.

On a case-by-case basis, a student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters, in accordance with Board Bylaw 9150 - Student Board Members.

A vote to expel a student shall be taken in an open session of a Board meeting. (Education Code ~~48918(j))489180))~~)

CSBA NOTE: Pursuant to Education Code 48917, the Board may suspend the enforcement of an

expulsion order as long as a student satisfies specific criteria. For more information regarding the criteria for suspending the enforcement of an expulsion, see "Decision to Suspend Expulsion Order" in the accompanying administrative regulation. Additionally, the Attorney General opined, in 80 Ops.Cal.Atty.Gen. 85 (1997), that the enforcement of an expulsion order may be suspended even in those cases where the student has committed an offense for which expulsion is required by law. It is recommended that the district consult CSBA's District and County Office of Education Legal Services or district legal counsel when questions arise regarding the suspension of the enforcement of an expulsion order.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

CSBA NOTE: The following paragraph is for use by districts that contract with CDE to operate a California State Preschool Program. Education Code 8489.1 prohibits the expulsion or disenrollment of a child in a preschool program unless the district has taken specified steps, the child's continued enrollment would present a serious safety threat to the child or other enrolled children, and the district refers the child's parents/guardians to other appropriate placements. For further details regarding the steps the district is required to take prior to expelling a child, see AR 5148.3 - Preschool/Early Childhood Education.

No child enrolled in a preschool program shall be expelled or unenrolled except under limited circumstances in accordance with Education Code 8489.1 and as specified in Administrative Regulation 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording the students due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Plan for Rehabilitation

CSBA NOTE: Pursuant to Education Code 48916, as amended by AB 1230 (Ch. 294, Statutes of 2025), the Board is required to recommend a plan for the student's rehabilitation, as specified below.

At the time of the expulsion order, the Board shall recommend a plan for the student's rehabilitation, in accordance with the accompanying administrative regulation.

Maintenance and Monitoring of Outcome Data

CSBA NOTE: Education Code 48900.8 and 48916.1, as amended by AB 1230, require the district to maintain data related to suspensions and expulsions as provided below. Pursuant to Education Code 48916.1, the Superintendent of Public Instruction may require submission of such data as part of the Federal Program Monitoring process. Additionally, 20 USC 7961 requires districts to submit to CDE a description of the circumstances surrounding any expulsions based on bringing or possessing a firearm on campus, including the name of the school, the number of students expelled, and the type of firearms involved.

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions ~~in accordance with Education Code 48900.8 and 48916.1~~, including, but not limited to, ~~the~~; (Education

Code 48900.8, 48916.1)

1. The number of students recommended for expulsion, ~~the~~
2. The grounds for each recommended expulsion, ~~the~~
3. The actions taken by the Board, ~~the~~ including whether the student was subsequently expelled and whether the expulsion order was suspended
4. The types of referral made after each expulsion, ~~and the~~
5. The disposition of the students after the expulsion period, ~~, including the completion of a rehabilitation plan or the successful readmission of the student, or both~~
6. The average length of expulsion terms, including any extensions

For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board at least annually and to the California Department of Education when so required.

CSBA NOTE: Pursuant to Education Code 52060, districts are required to address school climate in the local control and accountability plan, as measured by student suspension and expulsion rates and other local measures for each school and each numerically significant student subgroup. Education Code 52052 defines numerically significant subgroups to include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth or students experiencing homelessness.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and ~~homeless~~ students experiencing homelessness. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan, which may include monitoring intervention effectiveness.

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

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Board Policy Manual

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

Students**Policy 5145.2: Freedom Of Speech/Expression**

CSBA NOTE: Education Code 48907 mandates that a district establish a "written publications code" related to students' rights to freedom of speech and of the press. This code is required to include reasonable provisions for the time, place, and manner in which free expression may take place within the district's jurisdiction. For further language implementing this mandate, see the accompanying administrative regulation.

The First Amendment of the U.S. Constitution and Article 1, Section 2 of the California Constitution guarantee freedom of speech and of the press. Additionally, Education Code 48907 and 48950 provide even greater protection for student expression and official student publications. In addition, districts are required to maintain a safe environment for students; protect students from certain types of expression, such as speech that is discriminatory, harassing, intimidating, and bullying; and prohibit expression that is obscene, libelous, or slanderous. However, the legal landscape in this area is complex and uncertain.

One of the biggest areas of uncertainty involves student expression that may be considered as offensive or harmful, or that may lead to substantial disruption. In *Dariano v. Morgan Hill Unified School District*, the Ninth Circuit Court of Appeals upheld the district's decision to direct students to remove clothing bearing the American flag on Cinco de Mayo out of concern that it could lead to a substantial disruption to district activities due to the history of racial tension and threats of violence at the school. However, in *Chandler v. McMinnville School District*, the Ninth Circuit held that the district could not prohibit students from wearing buttons or stickers containing slogans like "I'm not listening scab" and "Do scabs bleed?" during a lawful teachers' strike as it was protected speech.

Additionally, the age of students exposed to the speech is relevant to a court's analysis. In both *Hazelwood School District v. Kuhlmeier* and *Bethel School District v. Fraser*, the U.S. Supreme Court found that the content of the speech at issue was inappropriate based on the age range of students in the school and could be prohibited based on "legitimate pedagogical concerns."

Given such complexity and uncertainty, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when adopting and implementing rules related to student freedom of speech/expression.

~~The Board of Education~~The Governing Board believes that free inquiry and exchange of ideas are essential parts of a democratic education. The Board respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such speech is controversial or unpopular. Additionally, the Board is committed to providing a welcoming, safe, and supportive school environment that protects students from discrimination, harassment, intimidation, and bullying, or other types of expression prohibited by law.

On-Campus Expression

CSBA NOTE: Pursuant to Education Code 48907, students generally have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official school publications. While Education Code 48907 does not explicitly list official district or school websites or social media accounts identified and made available for such purposes, it is likely that a current interpretation of Education Code 48907 would include them. The following paragraph incorporates this interpretation but should be modified to reflect district practice.

Additionally, pursuant to the federal Equal Access Act (20 USC 4071-4074), if a district that serves secondary students creates a limited open forum that allows student groups to use school media to publicize meetings, it is required to provide equal access to all student groups. For language implementing this requirement, see BP/AR 6145.5 - Student Organizations and Equal Access.

Students shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the use of official district or school websites or social media accounts identified and made available for such purposes; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of ~~expression in official publications.~~ (Education Code 48907)

~~Student expression on district or school Internet web sites and on-line media shall generally be afforded the same protections as print media.~~

in official school publications. (Education Code 48907)

Students' freedom of expression shall be ~~limited~~restricted only as ~~allowed~~established by law ~~in order to maintain an orderly school environment and to protect the rights, health and safety of all members of the school community.~~

~~Students~~ this Board policy, the accompanying administration regulation, Education Code 234.1, 48907, and 48950, and other applicable state and federal laws. Such restrictions include, but are prohibited from not limited to, prohibitions against students making any expressions or distributing or posting any materials that ~~are~~;

1. Are obscene, libelous, or slanderous. ~~Students also are prohibited from making any expressions that so incite students as to create a clear and present danger of the commission of~~
2. Are discriminatory, harassing, intimidating, or bullying
3. Are likely to immediately incite action on district property or during district-sponsored programs or activities that is unlawful acts on school premises, the violation of or that violates Board policies, administrative regulations, or other district or school rules, or substantial disruption of the school's
4. Substantially disrupt the ~~orderly operation.~~ ~~(Education Code 48907)~~ of the district

~~The~~ Additionally, the use of "fighting words" or epithets is prohibited ~~if the speech is where they are~~ abusive and insulting, rather than ~~a communication of ideas merely offensive or provocative, and the speech is used in an abusive manner in a situation that presents they are likely to create~~ an actual danger that ~~it~~ will cause a breach of the peace.

~~School officials~~ District staff shall not ~~engage in prior restraint~~ prohibit or prevent the distribution of, or otherwise censor, material prepared for official school publications except insofar as the content of the material violates this Board policy and the law ~~accompanying administrative regulation.~~ (Education Code 48907)

CSBA NOTE: Courts have emphasized that, although a district's interest in regulating off-campus student expression is less than for on-campus student expression, it may still regulate off-campus student expression if it poses a threat to the safety of other students, staff, or school property or disrupts the educational program, provided that the district is able to document the impact or disruption that the conduct had, or could be expected to have. With respect to the type and level of discipline, 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. For more information regarding off-campus conduct, see BP 5131 - Conduct.

In Mahanoy Area School District v. B.L., the U.S. Supreme Court held that a student's profane social media post critical of the student's school that was posted off campus and outside of school hours was protected speech because it was not likely to cause "substantial disruption" to school activities. However, in Lavine v. Blaine School District, the Ninth Circuit Court of Appeals concluded that a district was justified in expelling a student whose off- campus poetry, when considered in the totality of other relevant factors, indicated the student might pose a danger to self or others. Similarly, in Chen v. Albany Unified School District, the Ninth Circuit ruled in favor of the school district when it imposed discipline on a student for off-campus speech that led to harassment and severe bullying of other students on campus.

~~The~~Off-campus student expression, such as electronic expression via a personal device or online expression via a personal social media account, may subject a student to discipline when such expression poses a threat to the safety of other district students, staff, or property, or does or is likely to substantially disrupt the district's educational program. As necessary, the Superintendent or designee shall ~~not~~ discipline any high school student solely on the basis of speech or other communication that would be constitutionally protected when engaged in outside of school, but may impose discipline for harassment, threats or intimidation unless constitutionally protected. (Education Code 48950)

Off-Campus Expression

~~Off-campus student expression, including but not limited to student expression on off-campus Internet web sites, is generally constitutionally protected but shall~~document the actual or expected impact of the expression.

Student expression that violates this Board policy or the accompanying administrative regulation may be subject to discipline when such expression poses a direct threat to the safety of students or school personnel in accordance with Board Policy/ Administrative Regulation 5144 - Discipline, Board Policy/ Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, and Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities).

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

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

Instruction**Policy 6142.7: Physical Education And Activity**

CSBA NOTE: The following optional policy may be revised to reflect district practice and the grade levels offered by the district. See the accompanying administrative regulation for definitions of "physical education" and "physical activity" based on the California Department of Education's (COE) 2009 Physical Education Framework for California Public Schools.

42 USC 1758b mandates each district participating in federal meals programs to adopt a districtwide student wellness policy, including goals for physical activity. See BP 5030 - Student Wellness for language fulfilling this mandate. The following policy also incorporates goals for physical activity.

Education Code 33352 requires COE, as part of the Federal Program Monitoring (FPM) process, to monitor districts' compliance with specified state physical education requirements which are reflected in the following policy and the accompanying administrative regulation. During the FPM process, COE will request a link to this policy as evidence of specified components of compliance.

~~The Board of Education~~The Governing Board recognizes the positive benefits of physical activity on student health, well-being, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong health and fitness.-

CSBA NOTE: During the FPM monitoring process, COE will check the district's compliance with laws requiring that physical education classes be conducted in a coeducational, inclusive manner.

Physical education classes shall be conducted in ~~thea~~ coeducational, inclusive manner ~~prescribed by~~in accordance with law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender expression, sexual orientation, and mental or physical disability.~~—, or any other protected status in accordance with Board Policy/Administrative Regulation 5145.3 - Nondiscrimination/Harassment.~~ (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)

CSBA NOTE: Education Code 51210 and 51220 require the district's course of study for grades 1-12 to include physical education, with an emphasis on physical activities conducive to health and vigor of body and mind; see AR 6143 - Courses of Study. The state curriculum framework describes components of a comprehensive physical education program based on the voluntary Physical Education Model Content Standards adopted by the State Board of Education (SBE).

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework.

CSBA NOTE: The U.S. Department of Health and Human Services' (HHS), "Physical Activity Guidelines for Americans," recommends that children and adolescents participate in at least 60 minutes of age-appropriate moderate to vigorous physical activity per day, which can be accrued in smaller increments throughout the day. It is recommended that the majority of the 60 minutes or more of daily physical activity be aerobic exercise, which includes vigorous physical activity at least three days a week, and that muscle and bone strengthening exercise be included at least three days a week.

To help students reach these goals, the state curriculum framework recommends that students be engaged in moderate to vigorous physical activity for at least 50 percent of physical education class time. See the accompanying administrative regulation for definitions of "moderate physical activity" and "vigorous physical activity." Also see CSBA's Fact Sheet, "Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes."

The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

CSBA NOTE: The following two optional paragraphs are for use by districts that maintain high schools.

According to the state curriculum framework, it is the obligation of the Governing Board to determine whether to grant physical education credit for a particular course, including, but not limited to, junior Reserves Officers' Training Corps (ROTC), marching band, cheerleading, or drill team. In making this determination, the Board is required to determine how the particular course supports an overall course of study for grades 9-12 that includes the eight content areas specified in Education Code 33352 and 5 CCR 10060 for physical education programs. While it is not necessary that each individual course include all eight content areas, the course offerings are required to be structured so that all students receive opportunities for instruction in each of the eight areas across grades 9-12. CDE's Physical Education FAQs add that any course for which physical education credit is granted must also meet requirements in Education Code 33352 pertaining to minimum instructional minutes, various reporting requirements, and the assignment of an appropriately credentialed teacher.

For grades 9-12, the overall course of study shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives. -(Education Code 33352; 5 CCR 10060)

The Board shall approve the courses in grades 9-12 for which physical education credit may be granted.

CSBA NOTE: The accompanying administrative regulation includes sample strategies for physical activity opportunities outside the physical education program. For more information regarding increased physical education opportunities throughout the school day, see CSBA's Fact Sheet, "Maximizing Opportunities for Physical Activity During the School Day."

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

CSBA NOTE: Pursuant to Education Code 51240.5, districts are required to grant a student in kindergarten-grade 12 an accommodation in connection with any physical activity components of a physical education course during a period of religious fasting, as specified below.

Pursuant to Education Code 51240.5, for purposes of calculating compliance with the instructional time requirements of Education Code 51210, 51222, and 51223, a student is required to be credited with instructional time for any time the student was granted such an accommodation upon completion of alternative assignments or activities by the student.

Upon written notification from a student's parent/guardian, or from the student if age 18 years of age or older, stating that the student is participating in religious fasting, the principal or designee shall grant a student an accommodation in connection with any physical activity component of a physical education course during the period of religious fasting. The student shall be provided alternative assignments or activities for the period the student is granted an accommodation. (Education Code 51240.5)

CSBA NOTE: Education Code 33355 requires districts to, by July 1, 2026, develop, adopt, implement, and annually review weather protocols for extreme weather conditions, as specified, incorporating the standardized guidelines developed by COE specifying temperature thresholds or index ratings that trigger modifications to student physical activities during extreme weather conditions. See the accompanying administrative regulation for the definition of "extreme weather conditions."

The Superintendent or designee shall develop, adopt, and implement weather protocols that incorporate the standardized guidelines compiled by the California Department of Education and that include specific measures to be taken during extreme weather conditions. The adopted weather protocols shall be annually reviewed, evaluated, and if necessary, updated in accordance with law. (Education Code 33355)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program in accordance with the district's extreme weather protocols and/or shall seek alternative indoor space to enable students to participate in active physical education.

CSBA NOTE: Pursuant to Education Code 51222, the Board of a district serving students in grades 6-12 is authorized to adopt a policy providing for the alternate term schedule for physical education courses if specified conditions are met. Districts that do not wish to offer an alternate term schedule for physical education courses should delete the following paragraph and related material in the accompanying administrative regulation.

The Superintendent or designee may offer an alternate term schedule for grades 6-12 physical education courses in accordance with Education Code 51222 as specified in the accompanying administrative regulation.

Staffing

CSBA NOTE: A departmentalized class in physical education may be taught by a teacher with a single subject credential that authorizes instruction in physical education. Pursuant to Education Code 44256, the holder of a multiple subject credential may teach a departmentalized class in grades K-9 if the credential holder has completed 20 semester hours of coursework or 10 semester hours of upper division or graduate coursework in the subject to be taught. Additionally, Education Code 44256 allows the Board by resolution to authorize a multiple subject credentialed teacher to teach a departmentalized class below grade 9 if the credential holder has completed at least 12 semester units or six upper division or graduate units of coursework in the subject to be taught. Education Code 44258.3 authorizes the Board to assign any credentialed teacher to a departmentalized class in grades K-12 if the teacher has adequate knowledge of the subject to be taught based on criteria specified in Education Code 44258.3 and district-adopted policies and procedures. Pursuant to 5 CCR 80046.1, a credentialed teacher may seek an added authorization to teach adapted physical education to students who are precluded from participating in a general education physical education program or a specially designed physical education program.

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

CSBA NOTE: The following section may be revised to reflect grade levels offered by the district. Education Code 60800 requires districts to administer a physical fitness test to students in grades 5, 7, and 9. SBE has designated the FITNESSGRAM as the required physical fitness test. See the accompanying administrative regulation for testing requirements.

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education (FITNESSGRAM) to students in grades 5, 7, and 9. -(Education Code 60800; 5 CCR 1041)

Temporary Exemptions

CSBA NOTE: Education Code 51241 authorizes, but does not require, the district to grant temporary exemptions from physical education under the conditions described in Items #1-2 below. During the FPM process, the district may provide a link to the district's policy as evidence of any physical education exemptions offered by the district.

The Superintendent or designee may grant a student a temporary exemption from physical education under either of the following conditions: -(Education Code 51241)

1. The student is ill or injured and a modified program to meet the student's needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

CSBA NOTE: The following optional section is for use by districts that maintain grades 10-12. Education Code 51241 authorizes, but does not require, the district to grant a two-year exemption from physical education to eligible students in grades 10-12.

Pursuant to Education Code 51241, in order to be eligible for the two-year exemption, students are required to satisfactorily meet at least five of the six standards of the FITNESSGRAM administered in grade 9. Students are considered to have satisfactorily met a standard on the FITNESSGRAM if they score in the "healthy fitness zone" on that standard. The six fitness areas measured by FITNESSGRAM are aerobic capacity; body composition; abdominal strength and endurance; trunk extensor strength and flexibility; upper body strength and endurance; and flexibility.

With the student's consent, the Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the FITNESSGRAM in grade 9. -(Education Code 51241)

CSBA NOTE: In addition to administering the physical fitness test to students in grade 9, Education Code 51241 authorizes districts to administer the test to students in grades 10-12 so that such students may qualify for the two- year exemption.

Upon request by students and/or their parents/guardians, the Superintendent or designee may administer the FITNESSGRAM to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. -(Education Code 33352, 51222)

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course. (Education Code 51241)

Permanent Exemptions

CSBA NOTE: Education Code 51241 authorizes, but does not require, the district to grant permanent exemptions from physical education to an individual student under the conditions described in Items #1-3 below.

The Superintendent or designee may grant a student a permanent exemption from physical education under any of the following conditions: (Education Code 51241)

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years-

However, such a student shall not be permitted to attend fewer total hours of courses and classes than the student would have attended if enrolled in a physical education course.

2. The student is enrolled as a postgraduate student-
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise-

Students who have been granted a permanent exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days. -(Education Code 33352)

Other Exemptions

CSBA NOTE: Education Code 51222, 51242, and 52316 authorize, but do not require, the following exemptions from physical education courses.

The Superintendent or designee may grant a student an exemption from physical education under the following special circumstances:

1. When the student is in any of grades 10-12 and is excused for up to 24 clock hours in order to participate in automobile driver training-

However, any such student shall attend a minimum of 7,000 minutes of physical education instruction during the school year. -(Education Code 51222)

2. When the student is in any of grades 10-12, attends a regional occupational center or program, and, because of the travel time involved, would experience hardship to attend physical education courses-

Any such student shall have a minimum school day of 180 minutes. -(Education Code 52316)

3. When the student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours— (Education Code 51242)

Program Evaluation

CSBA NOTE: Districts that do not maintain high schools or do not offer any of the exemptions described in the sections above on "Two-Year Exemptions" or "Permanent Exemptions" should modify the following paragraph to delete reports of two-year and permanent exemptions.

The Superintendent or designee shall annually report to the Board each school's FITNESSGRAM results for each applicable grade level. ~~The~~Additionally, the Superintendent or designee shall ~~also~~ report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity and student well-being.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

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

Instruction**Policy 6146.1: High School Graduation Requirements**

CSBA NOTE: The following optional policy is for use by districts that maintain grades 9-12.

The Governing Board desires to prepare all students to successfully complete the high school course of study and obtain a diploma that represents their educational achievement and increases their opportunities for postsecondary education and employment.-

District students shall complete graduation course requirements as specified in Education Code 51225.3. Unless Additionally, unless exempted as provided in "Exemptions from District-Adopted Graduation Requirements," for Highly Mobile Students" below, or in Board Policy 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities, district students shall ~~also~~ complete other course requirements adopted by the Board. Students who are exempted from district-adopted graduation requirements shall be eligible to participate in any graduation ceremony and school activity related to graduation in which other students are eligible to participate.

Course Requirements

CSBA NOTE: Education Code 51225.3 specifies the courses that a student is required to complete in order to graduate from high school as listed in Items #1-8 below.

Pursuant to Education Code 66204, each district that maintains a high school is required to develop a process for submitting courses to the University of California (UC) to review and certify that they align with the "A-G" course requirements for college admission.

The minimum requirements obtain a high school diploma in the state of California are as follows. Students shall complete the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English (Education Code 51225.3)
2. Two courses in mathematics (Education Code 51225.3)

Students shall complete at least one mathematics course that meets the state academic content standards for Algebra I or Mathematics I. Students may complete such coursework prior to grade 9 provided that they also complete two mathematics courses in grades 9-12. (Education Code 51224.5)

CSBA NOTE: The following paragraph is for districts that require more than two mathematics courses for high school graduation. Pursuant to Education Code 51225.3 and 51225.35, a district that requires more than two courses in mathematics may award up to one mathematics course credit for an approved computer science course. Any such course is required to have been approved by UC as a "category C" (mathematics) course in the university's "A-G" course admission criteria; see BP 6143 - Courses of Study.

Successful completion of an approved computer science course that is classified as a "category C" course based on the University of California (UC) and California State University (CSU) "A-G" admission requirements shall be counted toward the satisfaction of additional graduation requirements in mathematics. (Education Code 51225.3, 51225.35)

3. Two courses in science, including biological and physical sciences (Education Code 51225.3)
4. Three courses in social studies, including United States (~~U.S.~~US) history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, as amended by AB 821 (Ch. 622, Statutes of 2025), the option to authorize the completion of a course in career technical education (CTE) in lieu of the visual or performing arts or world language course requirement for high school graduation has been extended indefinitely.

5. One course in visual or performing arts, world language, or career technical education (CTE)~~)-1~~

For purposes of this requirement, a course in American Sign Language shall be deemed a course in world language. (Education Code ~~51223~~51225.3)

To be counted towards meeting graduation requirements, a CTE course shall be aligned to the CTE model curriculum standards and framework adopted by the State Board of Education. (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51222, if the district maintains any of grades 6-12 the Governing Board may adopt a policy providing for an alternate term schedule for physical education courses, which shall be deemed to satisfy the requirements of a course in physical education for purposes of obtaining a high school diploma. For more information regarding an alternate physical education schedule, see AR 6142.7 - Physical Education and Activity.

6. Two courses in physical education, unless the student has been otherwise exempted pursuant to other sections of the Education Code (Education Code 51225.3)
- ~~7. Beginning with the class of 2030, a one-semester course in ethnic studies (Education Code- 51225.3)~~

CSBA NOTE: Subject to funding in the annual Budget Act or other statute, pursuant to Education Code 51225.3, the district is required to offer students in grades 9-12 a one-semester course in ethnic studies and beginning with the 2029-30 school year, a student is required to complete a one-semester course in ethnic studies, as specified, in order to graduate from high school. At its discretion, a district may require a full-year course. Districts that require a full-year course should revise Item #7 accordingly.

Item #7 is conditional upon the Legislature appropriating funding for ethnic studies courses. If funding is appropriated, districts will be required to offer a one-semester ethnic studies course, as specified.

- ~~7. Contingent on funding, beginning with the 2029-30 school year, a one-semester course in ethnic studies (Education Code 51225.3)~~

CSBA NOTE: Pursuant to Education Code 51225.3, the district is required, commencing in the 2027-28 school year, to offer a one semester course in personal finance. Additionally, Education Code 51225.3 authorizes districts to exempt a student who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, from the graduation requirement to complete a one-semester course in economics.

Pursuant to Education Code 51226.8, the Instructional Quality Commission is required to develop and recommend to the State Board of Education a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance that is not combined with any other course.

8. Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3)

A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics. (Education Code 51225.3)

CSBA NOTE: Pursuant to Education Code 51225.3, the Board may prescribe additional coursework (e.g., health education or service learning) or other requirements (e.g., portfolios or senior projects) that district students are required to complete in order to obtain a diploma. If the Board does so, such courses or projects should be listed below.

If the district requires a course in health education for graduation, Education Code 51225.36 requires that the district include instruction in sexual harassment and violence, including, but not limited to, information on the affirmative consent standard pursuant to Education Code 67386. See BP 6142.1- Sexual Health and HIV/AIDS Prevention Instruction. Additionally, pursuant to Education Code 51225.6, a district that requires a course in health education for graduation is required to include instruction in compression-only cardiopulmonary resuscitation (CPR). See AR 6143 - Courses of Study.

Pursuant to Education Code 51230, if the district requires the completion of community service hours for high school graduation, the district may provide a student with credit towards that requirement for completion of a course in community emergency response training. However, if the district chooses to offer credit for the completion of such a course, the Board is still obligated to notify parents/guardians, students, and the public of information specified in Education Code 51225.3.

To obtain a high school diploma from Loyaltan High School, students shall complete the following credit requirements in grades 9-12:

English 40

Mathematics 30 (with 10 credits in Algebra)

Science 20 (with 10 credits in biological sciences and 10 credits in physical sciences)

World History 10

US History 10

Government 5

Economics 5

~~Geography 5~~

~~Beginning-Contingent on funding, beginning with the class of 2030-2029-2030 school year, a one-semester course in ethnic studies (Education Code 51225.3) 5~~

Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3) 5

A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics.

Future Focus 5

Fine Art, Foreign Language, or CTE 10

Physical Education 20

Electives ~~125~~120 (115 for the 2029-2030 school year based on additional core requirement; 110 for the 2030-2031 school year and beyond based on additional core requirement)

Senior Project

Total: ~~285~~270

To obtain a high school diploma from Downieville High School, students shall complete the following credit requirements in grades 9-12:

English 40

Mathematics 30 (with 10 credits in Algebra)

Science 20 (with 10 credits in biological sciences and 10 credits in physical sciences)

World History 10

US History 10

Government 5

Economics 5

~~Geography 5~~

~~Ethnic Studies 5 (2028-2029 school year)~~

~~Beginning Contingent on funding, beginning with the class of 2030/2029-2030 school year, a one-semester course in ethnic studies (Education Code 51225.3) 5~~

~~Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3) 5~~

~~A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics.~~

~~Future Focus 5~~

Fine Art, Foreign Language, or CTE 10

Physical Education 20

Electives ~~145~~135 (130 for the 2028-2029 school year and beyond based on additional core requirement; 125 for the 2030-2031 school year and beyond based on additional core requirement)

Senior Project

Total: ~~300~~290

The senior project is completed in grade 12 or academic equivalent, the requirements of which are determined and outlined by the high school faculty and administration, to include a research paper, project activity and formal presentation.

The unit requirements for Loyaltan High School and Downieville High School are 30 units less than a full schedule taken every year for four years. Units may change based on number of total courses available to take in a given year (i.e. 8-period, 7-period, etc.).

Class of 2019	1 year 7 periods, 3 years 8 periods	300 Credits
Class of 2020	2 years 7 periods, 2 years 8 periods	290 Credits
Class of 2021	3 years 7 periods, 1 year 8 periods	275 Credits
Class of 2022	4 years 7 periods	260 Credits
Class of 2023	1 year 7; 1 year 8 +Flex; 1 year 8; 1 year 7 +Flex	280 Credits
Class of 2024	1 year 8 +Flex; 1 year 8; 2 years 7 +Flex	285 Credits
Class of 2025	1 year 8; 3 years 7 +Flex	275 Credits
Class of 2026	4 years 7 periods +Flex	270 Credits

All district schools on an 8-period day shall remain at ~~300~~290 Credits over four years.

To obtain a high school diploma from Sierra Pass (continuation) School, students shall complete the following credit requirements in grades 9-12:

English 30

Mathematics 20 (with 10 credits in Algebra)

Science 20 (with 10 credits in biological sciences and 10 credits in physical sciences)

World History 10

US History 10

Government 5

Economics 5

Beginning Contingent on funding, beginning with the ~~class of 2030~~2029-2030 school year, a one-semester course in ethnic studies (Education Code 51225.3) 5

Beginning with the 2030-31 school year, a separate, stand-alone one-semester course in personal finance, that is not combined with any other course (Education Code 51225.3) 5

A student who completes a separate stand-alone one-semester course in personal finance may be exempted from the requirement to complete a one-semester course in economics.

Future Focus 5

Fine Art, Foreign Language, or CTE 10

Physical Education 20

Senior Portfolio or Senior Project 10

Electives 30 (25 for the 2029-2030 school year based on additional core requirement; 20 for the 2030-2031 school year and beyond based on additional core requirement)

Total: 175

CSBA NOTE: Education Code 51225.3 requires the Board to adopt alternative means for students to complete the prescribed course of study. See BP/AR 6146.11 - Alternative Credits Toward Graduation.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

CSBA NOTE: Pursuant to Education Code 51225.3, the Board is authorized to exempt students from any district- adopted coursework requirements that are in addition to the statewide course requirements which district students are required to complete in order to obtain a diploma. In granting such exemption, the law encourages that a consultation be had with the student and the educational rights holder for the student, regarding any impact that the nonfulfillment of the locally required coursework may have on the student's ability to gain admission to an institution of higher education. The following paragraph is only for districts that provide such an exemption and should be deleted by districts that do not provide the exemption.

The Superintendent or designee may exempt a student from any graduation requirements adopted by the Board that are in addition to the statewide course requirements. Before exempting a student from such requirements, the Superintendent or designee shall consult with the student and the educational rights holder for the student regarding any impact of not fulfilling district-adopted coursework on the student's ability to gain admission to an institution of higher education. (Education Code 51225.3)

Exemptions from District-Adopted Graduation Requirements for Highly Mobile Students

A *Highly mobile student* means a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, ~~migrant student~~ student who is migratory, or a student participating in a newcomer program as specified in Education Code 51225.1.

CSBA NOTE: Education Code 51225.1 requires the district to exempt from any district-adopted graduation requirements that are in addition to the state requirements specified in Education Code 51225.3 a foster youth, a student experiencing homelessness, a former juvenile court school student, a child of a military family, a student who is migratory who transfers into the district or between district high schools any time after completing the second year of high school, or, a student participating in a newcomer program, who is in the third or fourth year of high school (highly mobile students). This exemption does not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of the fourth year of high school.

Pursuant to Education Code 51225.25, a "student participating in a newcomer program," as that term was defined by Education Code 51225.2 on January 1, 2023, who was enrolled prior to January 1, 2024, is entitled to the rights specified in Education Code 51225.1 and 51225.2. The district may, in its discretion, extend the rights established in Education Code 51225.1 to other students participating in a newcomer program.

Pursuant to Education Code 51225.1, within 30 calendar days of the transfer into a school by a foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student, as applicable, the district is required to notify any eligible student and/or the student's parent/guardian, the student's educational rights holder, the district's liaison for homeless children, and the student's social worker or probation officer, as applicable, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. If the district fails to provide that notification, the student will be eligible for the exemption once notified, even if the notification is received after the termination of the court's jurisdiction over the foster youth or former juvenile court school student, after the student experiencing homelessness ceases to be homeless, or after the student no longer meets the definition of a child of a military family, a student who is migratory, or a student participating in a newcomer program, as applicable.

Additionally, Education Code 51225.1 provides that, if an exempted student completes the statewide coursework requirements before the end of the fourth year of high school, the district or a district school must not require or request that the student graduate before the end of the fourth year of high school.

A highly mobile student who transfers into the district or between district schools any time after completing the second year of high school or, if a newcomer student, who is in the third or fourth year of high school, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the additional requirements in time to graduate by the end of the fourth year of high school.

To determine whether a highly mobile student is in the third or fourth year of high school, the district shall use either the number of credits the student has earned as of the date of the transfer, the length of school enrollment, or, for a student with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, whichever qualifies the student for the exemption. Additionally, for a newcomer student, enrollment in grade 11 or 12 based on the average age of students in the third or fourth year of high school may be used to determine whether the student is in the student's third or fourth year of high school. (Education Code 51225.1)

Within 30 days of the transfer into a school by a highly mobile student, the Superintendent or designee shall notify any eligible student, and others as required by law, of the availability of the exemption from local graduation requirements and whether the student qualifies for it. (Education Code 51225.1)

~~The Superintendent or designee shall not require or request the foster youth, student experiencing homelessness, former juvenile court school student, child of~~

~~If a military family, migrant student, or newcomer highly mobile student who is exempted eligible for an exemption from district-established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school.~~

~~(Education Code 51225.1)~~

~~If the foster youth, student experiencing homelessness, former juvenile court school student, child of a military family, migrant student, or newcomer student was not properly notified of an~~the ~~exemption, declined the exemption, or was not previously exempted, the student or the student's educational rights holder may request the exemption and the Superintendent or designee shall exempt the student within 30 days of the request. Any such student who at one time qualified for the exemption may request the exemption even if the student is no longer eligible. (Education Code 51225.1)~~

~~Additionally, a student with disabilities shall be eligible for an exemption from all coursework and other requirements adopted by the Board in addition to the statewide course requirements for high school graduation, if the student's individualized education program (IEP) provides for both of the following requirements: (Education Code 51225.31)-(Education Code 51225.1)~~

- ~~1. That the student is eligible to take the alternate assessment as described in Education Code 60640~~
- ~~2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3~~

~~The district's responsibility to provide a free appropriate public education shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education Code 51225.31)~~

When a highly mobile student is not exempted from district-established graduation requirements based on the Superintendent's or designee's determination that the student is reasonably able to complete such requirements by the end of the student's fourth year of high school, within 30 calendar days of the following academic year the student shall be reevaluated based on the student's course completion status at the time to determine if the student continues to be reasonably able to complete the district-established graduation requirements in time to graduate by the end of the student's fourth year of high school. Written notice as to whether the student then qualifies for exemption shall be provided to the student, the person holding the right to make educational decisions for the student, and if applicable, to the student's social worker or probation officer. (Education Code 51225.1)

If, upon reevaluation, it is determined that the highly mobile student is not reasonably able to complete the district- established graduation requirements in time to graduate from high school by the end of the student's fourth year of high school, the Superintendent or designee shall provide the student with the option to receive an exemption from district-established graduation requirements or stay in school for a fifth year to complete the district-established graduation requirements upon agreement with the student, or if under 18 years of age, the person holding the right to make educational decisions for the student, and provide notifications in accordance with Education Code 51225.1. (Education Code 51225.1)

When a highly mobile student is exempted from district-established graduation requirements, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student regarding the following: (Education Code 51225.1)

1. Discussion of how any requirements that are waived may affect the student's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution
2. Discussion and information about other options available to the student, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges

3. Consideration of the student's academic data and any other information relevant to making an informed decision on whether to accept the exemption

The district shall not require or request a highly mobile student to transfer schools in order to qualify for an exemption and shall not grant any request made by an eligible student, or the student's parent/guardian, the person holding the right to make educational decisions for the student, the student's social worker, the student's probation officer, or the district liaison on behalf of the student, as applicable, for a transfer solely to qualify for an exemption. (Education Code 51225.1)

The Superintendent or designee shall not require a highly mobile student who is eligible for an exemption from district-established graduation requirements and would otherwise be entitled to remain in attendance at the school, to accept the exemption or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether such courses are required for statewide graduation requirements. (Education Code 51225.1)

CSBA NOTE: Pursuant to Education Code 51225.1, once a student is granted an exemption from district- established graduation requirements, the exemption may not be revoked, as long as the student remains in school, even if the student is no longer a "highly mobile student," as defined. For example, an exemption granted to a student who is a foster youth will continue to apply even after the termination of the court's jurisdiction over the student.

If a highly mobile student is exempted from district-established graduation requirements, the exemption shall not be revoked. Additionally, the exemption shall continue to apply while the student is enrolled in the school or transfers to another school, including a charter school, or school district, including after the student has ceased to meet the definition of a highly mobile student. (Education Code 51225.1)

The Superintendent or designee shall not require or request a highly mobile student who is exempted from district- established graduation requirements and who completes the statewide coursework requirements before the end of the fourth year of high school, and would otherwise be entitled to remain in school, to graduate before the end of the student's fourth year of high school. (Education Code 51225.1)

Upon making a finding that a highly mobile student is reasonably able to complete district-established graduation requirements within the fifth year of high school, the Superintendent or designee shall: (Education Code 51225.1)

1. Consult with the student and, if under 18 years of age, the person holding the right to make educational decisions for the student, of the option to remain in school for a fifth year to complete the district-established graduation requirements and how that will affect the student's ability to gain admission to a postsecondary educational institution
2. Consult with and provide information to the student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the student or with the person holding the right to make educational decisions for the student if under 18 years of age, permit the student to stay in school for a fifth year to complete the district- established graduation requirements
4. For a foster youth or a student who is experiencing homelessness, consult with the student and the person holding the right to make educational decisions for the student of the option to remain in the student's school of origin

When a highly mobile student who is eligible for an exemption from district-established graduation requirements is not reasonably able to complete the district-established graduation requirements within the student's fifth year of high school but is reasonably able to complete the statewide coursework requirements within the fifth year of high school, the student shall be exempted from all district-established graduation requirements and be provided with the option to remain in school for a fifth year to complete the statewide requirements. In such situations, the Superintendent or designee shall consult with the student and the person holding the right to make educational decisions for the student, regarding the following: (Education Code 51225.1)

1. The student's option to remain in school for a fifth year to complete statewide coursework requirements
2. The effect of waiving the district-established requirements and remaining in school for a fifth year on the student's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education
3. Other options available to the student, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges
4. The student's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements

CSBA NOTE: Education Code 51225.1 provides that complaints of noncompliance with specified requirements related to the educational rights of highly mobile students may be filed in accordance with the uniform complaint procedures (UCP) specified in 5 CCR 4600-4670. As with other complaints covered under the UCP, a complainant may appeal the district's decision to the California Department of Education (CDE) and, if the district or CDE finds any merit in the complaint, the district is required to provide a remedy to the affected student. See BP/AR 1312.3 - Uniform Complaint Procedures.

Information regarding the educational rights of highly mobile students, as specified in Education Code 51225.1, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.2)

Any complaint alleging that the district has not complied with requirements regarding the education of highly mobile students, as specified in Education Code 51225.2, may be filed in accordance with the district's procedures in Administrative Regulation 1312.3 - Uniform Complaint Procedures.

CSBA NOTE: Pursuant to Education Code 51225.1, districts are required to annually report to CDE regarding the number of students who, for the prior school year, graduated with an exemption from the district-established graduation requirements that are in addition to statewide coursework requirements, as specified below.

Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of student's graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district-established graduation requirements that are in addition to statewide coursework requirements.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high

school diploma. (Education Code 51413)

CSBA NOTE: Items #1-5 below are optional and may be revised to reflect district practice.

~~In addition~~Additionally, the district may retroactively grant high school diplomas to former students who: (Education Code 48204.4, 51430, 51440)-

1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure

Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the U.S. or through online or virtual courses.

-
2. Were interned by order of the federal government during World War II or are honorably discharged veterans of World War ~~II~~II, the Korean War, or the Vietnam War, provided that they were enrolled in a district high school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars

Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.-

3. Are veterans who entered the military service of the U.S. while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school
4. Are former members of the military, a resident of California, and received an honorable discharge, or, are current members of the military, a resident of California, and a resident of California when entering the military

In determining whether to award a diploma under these circumstances, the Superintendent or designee shall evaluate classes completed in any high school, community college, or state college, grant credit toward graduation for military service and training received while in the military, and if satisfied that the person has completed the equivalent of the requirements for graduation from high school, grant the person a diploma of graduation.

- ~~4.~~5. Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis

Honorary Diplomas

CSBA NOTE: The following optional section reflects the Board's authority to confer honorary high school diplomas pursuant to Education Code 51225.5 and may be revised to reflect district practice.

The Board may grant an honorary high school diploma to: (Education Code 51225.5)

1. An international exchange student who has not completed the course of study ordinarily required for graduation and who is returning to the student's home country following the completion of one academic school year in the district
2. A student who is terminally ill

The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district. (Education Code 51225.5)

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

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Board Policy Manual

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

Instruction

Policy 6146.3: Reciprocity Of Academic Credit

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

The Governing Board intends that, to the extent possible, all students, including students who transfer into the district, complete the district's academic program timely and graduate with their peers.

To determine whether students transferring into the district have met district course requirements, the Superintendent or designee shall establish procedures to evaluate the comparability of courses and/or students' understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.-

CSBA NOTE: Pursuant to Education Code 48645.5, districts are required to accept for credit full or partial coursework completed in a public school or nonpublic nonsectarian school or agency in addition to a juvenile court school.

The district shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school, or nonpublic nonsectarian school or agency. (Education Code 48645.5)

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment in the district. Within 30 days of enrollment, the principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

SIERRA COUNTY OFFICE OF EDUCATION
SIERRA-PLUMAS JOINT UNIFIED SCHOOL DISTRICT
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Board Policy Manual

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

Instruction**Policy 6146.4: Differential Graduation And Competency Standards For Students With Disabilities**

CSBA NOTE: The following optional policy is for use by districts that maintain high schools and should be modified to reflect district practice.

Pursuant to Education Code 56345 and 34 CFR 300.320, the individualized education program (IEP) for each student with a disability is required to contain a statement of measurable annual goals that would enable the student to progress in the general education curriculum, a statement regarding any accommodations necessary to measure the student's performance on state and district assessments, and any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation; see AR 6159 - Individualized Education Program for a detailed listing of the required contents of the IEP.

Pursuant to Education Code 60900.2, and contingent upon funding for these purposes, the California Department of Education (CDE) is required to report on its website statewide four and five year cohort graduation rates for students with disabilities disaggregated by the identified disability or disabilities as listed in 34 CFR 300.8.

The Governing Board recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the district's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on state and districtwide assessments.

Exemption from District-Established Graduation Requirements

CSBA NOTE: Pursuant to Education Code 51225.31, districts are required to exempt an eligible student with a disability, that entered the ninth grade in the 2022-23 school year and later, from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements specified in Education Code 51225.3, and award such student a high school diploma, as reflected below. Additionally, pursuant to Education Code 51225.32 districts are authorized, until July 1, 2031, to extend such an exemption and award a high school diploma to an eligible student with disabilities who was enrolled in grade 10 or higher in the 2022-23 school year.

District students shall complete all course requirements for high school graduation as ~~specified in required by law and in accordance with~~ Board Policy 6146.1 - High School Graduation Requirements. However, a student with ~~a disability that~~ disabilities who entered ~~the~~ ninth grade in the 2022-23 school year ~~and/or~~ later ~~may~~ shall be eligible to be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the student's IEP provides for both of the following ~~requirements: (Education Code 51225.31)-)~~

1. That the student is eligible to take the alternate assessment as described in Education Code 60640
2. That the student complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Additionally, a student with disabilities who entered grade 10 in the 2022-23 school year or later may be eligible for the same exemption, at the district's discretion, if the student's IEP provides for both of the requirements specified in Item #1 and 2 above (Education Code 51225.31)

Any such exempted student shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a student of similar age without a disability would be eligible to participate. (Education Code 51225.31)

CSBA NOTE: Pursuant to Education Code 51225.31, participation in graduation activities by a student with a disability who is exempted from district-adopted graduation requirements that are in addition to the statewide course requirements specified in Education Code 51225.3, may not be construed as termination of the provision of the district's responsibility to provide a free appropriate public education, unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience.

The district's responsibility to provide FAPE shall not terminate when a student with a disability who is exempted from district-adopted graduation requirements participates in graduation activities unless the student's IEP team, which includes the parent/guardian and student, has determined that the student has completed the high school experience. (Education ~~code~~Code 51225.31)

Certificate of Educational Achievement or Completion

CSBA NOTE: Education Code 56390-56392 authorize a district to award a certificate of educational achievement to a student with a disability who meets the criteria specified below. Pursuant to Education Code 56391, a student who meets the criteria is eligible to participate in any graduation ceremony/activity in which a student of similar age without a disability would be eligible to participate. However, Education Code 56391 provides that the right to participate in graduation ceremonies does not equate a certificate or document of educational achievement with a regular diploma.

For more information regarding California alternate assessments (CAA), see CDE's, "Diploma Pathway for Students who Qualify for the California Alternate Assessment," which provides guidance detailing the diploma options available for students with disabilities, and, "Alternate Assessment IEP Team Guidance," which includes guidelines for IEP teams regarding participation in CAAs and the Alternate English Language Proficiency Assessments for California.

Instead of a high school diploma, a student with a disability may be awarded a certificate or document of educational achievement or completion if the student has met one of the following requirements: (Education Code 56390)-

1. Satisfactorily completed a prescribed alternative course of study approved by the ~~board~~Board of the district in which the student attended school or the district with jurisdiction over the student as identified in the student's IEP
2. Satisfactorily met the student's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in the student's IEP, and met the objectives of the statement of transition services

A student with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a

graduating student of similar age without disabilities would be eligible to participate. (Education Code 56391)

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Board Policy Manual

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

Instruction**Policy 6173: Education For Homeless Children**

CSBA NOTE: The following policy reflects the intent of the McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) that each student experiencing homelessness should have equal access to the same free, appropriate public education and services as other students. 42 USC 11432 mandates that districts adopt, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless children and youth, ensure that students experiencing homelessness are not segregated or stigmatized on the basis of their status as homeless, and provide for professional development for appropriate staff, as provided in the following policy and regulation. Additionally, 42 USC 11432 requires that, in reviewing and revising applicable policies, consideration be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship.

Education Code 48851.3 mandates that districts establish homeless education program policies that are consistent with the provisions of Education Code 48850-48859, and using resources developed by the California Department of Education (CDE), available on its website, and those developed by homeless education technical assistance centers. Pursuant to Education Code 48851.3, districts are required to update their homeless education program policies at least once every three years.

Education Code 48852.3 requires CDE to develop and implement a plan for monitoring the compliance of districts, including school site inspections, to ensure that the state is not underestimating the number of youth experiencing homelessness.

The Governing Board believes that the identification of students experiencing homelessness is critical to improving the educational outcomes of such students and ensuring that students experiencing homelessness have access to the same free and appropriate public education provided to other students within the district. The district shall provide students experiencing homelessness with access to education and other services necessary for such students to meet the same challenging academic standards as other students.-

When there are at least 15 students experiencing homelessness in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of students experiencing homelessness. (Education Code 52052, 52060, 52064)

CSBA NOTE: The following paragraph is mandated pursuant to Education Code 48851.3 and 42 USC 11432. 42 USC 11432 requires that districts adopt policy to remove barriers to enrollment and retention of students experiencing homelessness due to absences or outstanding fees or fines. See the accompanying administrative regulation for additional procedures designed to remove barriers to the identification and enrollment of students experiencing homelessness.

The Superintendent or designee shall review district policies at least once every three years and recommend updates to ensure removal of any barriers to the education of ~~homeless~~ students experiencing homelessness and unaccompanied youth. Any such review shall address identification, enrollment, and retention of such students, including those barriers that are due to absences or outstanding fees or fines. (Education Code 48851.3, 42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts are required to designate an appropriate staff person, who may also be a coordinator for other federal programs, as a district liaison for homeless students. See the accompanying administrative regulation for information about the designation and duties of the district liaison.

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison for homeless students shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting students experiencing homelessness to succeed in school, and as specified in Education Code 48851.3 related to trainings for district staff providing assistance to students experiencing homelessness.

CSBA NOTE: Education Code 48851 requires the district to ensure that each school within the district identifies all students experiencing homelessness and unaccompanied youths enrolled at the school and to annually provide and administer a housing questionnaire to parents/guardians of all students and all unaccompanied youths for purposes of identifying students experiencing homelessness and unaccompanied youths. The housing questionnaire is required to be based on best practices developed by CDE, include an explanation of the rights and protections a student has as a child or youth experiencing homelessness or as an unaccompanied youth, and be made available in paper form. A sample housing questionnaire is available on CDE's website.

Education Code 48851, requires districts to collect the completed housing questionnaires described above, and annually report to COE the number of students experiencing homelessness and unaccompanied youths enrolled in the district.

The Superintendent or designee shall ensure that each district school identifies all students experiencing homelessness and unaccompanied youths enrolled at the school. (Education Code 48851)

To ensure easy identification of students experiencing homelessness, the Superintendent or designee shall annually provide and administer a housing questionnaire developed by the California Department of Education (~~CDE~~COE) to all parents/guardians of students and all unaccompanied youths. (Education Code 48851)

If the primary language of a student's parent/guardian or an unaccompanied youth is not English, either the housing questionnaire shall be made available in the primary language of the student's parent/guardian or the unaccompanied youth pursuant to Education Code 48985, or an appropriate translation of the housing questionnaire shall be provided upon request of a student's parent/guardian or an unaccompanied youth. (Education Code 48851)

The Superintendent or designee shall report to ~~CDE~~COE the number of students experiencing homelessness, including unaccompanied youths, enrolled in the district as identified from the housing questionnaire described above. (Education Code 48851)

CSBA NOTE: Education Code 48852.6 requires districts to create a webpage or post on its website (1) a list of district liaisons and contact information for such liaison(s), and (2) specific information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness. Additionally, Education Code 48852.6 requires a district school, if it has a website, to post the contact information for the district liaison, as well as the name and contact information of any employee or person under contract the school may have who assists the district liaison in completing the liaison's duties. See the accompanying administrative regulation for more information regarding posting requirements.

~~In addition~~Additionally, the Superintendent or designee shall ensure that the district liaison's contact information and other information on homelessness, including, but not limited to, information regarding the educational rights and resources available to persons experiencing homelessness, are posted on the district and school ~~web sites~~websites as specified in the accompanying administrative regulation. (Education Code 48852.6)

CSBA NOTE: Pursuant to Education Code 48850 and 42 USC 11432, placement determinations for students experiencing homelessness are required to be made according to the student's "best interest," as defined by law and in the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for students experiencing homelessness are based on the student's best interest as defined in law and administrative regulation.

Each student experiencing homelessness shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (Education Code 48850; 42 USC 11432)

CSBA NOTE: The following paragraph is mandated by 42 USC 11432. Although segregation of students experiencing homelessness into a separate school or program is prohibited, separate schools that were in operation before 2001 may continue to operate under specified conditions. Districts that maintain such a school may revise the following paragraph to reflect district practice.

Students experiencing homelessness shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. However, the Superintendent or designee may separate students experiencing homelessness on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet their unique needs. (42 USC 11432, 11433)

The Superintendent or designee shall ensure that information and/or materials for students experiencing homelessness are provided in a manner and form understandable to the student's parents/guardians and to unaccompanied youths.

CSBA NOTE: Although students' addresses generally may be designated as "directory information" that is not harmful if disclosed, 42 USC 11432 provides that information about the living situation of a student experiencing homelessness is required to instead be provided the protections afforded to other student records under the Family Educational Rights and Privacy Act. For further information about the disclosure of records of students experiencing homelessness, see the U.S. Department of Education's (USDOE), "Education for Homeless Children and Youths Program Non-Regulatory Guidance."

Information about the living situation of a student experiencing homelessness shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act, shall not be deemed to be directory information as defined in 20 USC 1232g, and shall not be released without written consent. (42 USC 11432)

CSBA NOTE: Pursuant to 42 USC 11432, districts receiving assistance through the McKinney-Vento Homeless Assistance Act are required to coordinate services as provided below. Other districts may delete or revise the following paragraph to reflect district practice.

The Superintendent or designee shall coordinate with other agencies and entities to ensure that students experiencing homelessness are promptly identified, ensure that students experiencing homelessness have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to students experiencing homelessness, and, if applicable, transitional housing facilities. ~~In addition~~ Additionally, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for students experiencing homelessness and services for students with disabilities. (42 USC 11432)

CSBA NOTE: 42 USC 11432 mandates that districts adopt policies and practices to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, as determined appropriate by the Federal Office of the Coordinator.

Education Code 48852.5 requires COE to provide specified informational and training materials to district liaisons, including informational materials on the educational rights of students experiencing homelessness and resources available to assist students experiencing homelessness. Additionally, Education Code 48852.5 requires COE to develop and implement a system to verify that districts are providing the required training to school personnel providing services to students experiencing homelessness at least annually.

Pursuant to Education Code 48851.3, the liaison for homeless students is required to offer annual training to district employees providing services to students experiencing homelessness and to inform such employees of the availability of training and the services the liaison provides. While Education Code 48851.3 requires annual training for employees who work with students experiencing homelessness, the liaison is encouraged to offer training to all district employees.

The following paragraph reflects the training requirement of Education Code 48851.3 and 48852.5, and USDOE's "Education for Homeless Children and Youths Program Non-Regulatory Guidance," regarding the content of the professional development.

At least annually, the district liaison and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of students experiencing homelessness. Such professional development and technical assistance shall include, but are not limited to, training on the district's homeless education program policies, definitions of terms related to homelessness, recognition of signs that students are experiencing or are at risk of experiencing homelessness, the steps that should be taken once a potentially homeless student is identified, and how to connect students experiencing homelessness with appropriate housing and service providers. (Education Code 48851.3, 48852.5; 42 USC 11432)

CSBA NOTE: The following optional paragraph may be revised to reflect district practice. Pursuant to Education Code 52064.5, the State Board of Education has adopted evaluation rubrics for use by districts in evaluating their strengths, weaknesses, and areas that require improvement.

Additionally, pursuant to 20 USC 6311 annual district report cards for districts receiving Title I funds are required to include disaggregated student achievement data and graduation rates of homeless students.

At least annually, the Superintendent or designee shall report to the Board on the identification of and outcomes for students experiencing homelessness, which may include, but are not limited to, the housing questionnaire responses, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to more effectively identify and support the education of students experiencing homelessness.

~~Annually, the Superintendent or designee shall report to CDE, in accordance with Education Code 51225.1, the number of students experiencing homelessness graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district established graduation requirements that are in addition to statewide coursework requirements.~~

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Board Policy Manual

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

Instruction**Policy 6173.1: Education For Foster Youth**

CSBA NOTE: Education Code 42238.02 and 42238.03 provide supplemental and concentration grants within the local control funding formula based on the number and concentration of unduplicated counts of students who are foster youth, who are English learners, or who are eligible for free or reduced-price meals; see BP/AR 3100 - Budget. Additionally, Education Code 52060-52077 requires districts to develop a local control and accountability plan (LCAP) which is required to be aligned to specific state priorities and any additional local priorities, and to contain annual goals for all students and for each "numerically significant" student subgroup and the specific actions to be taken to achieve each goal; see BP/AR 0460 - Local Control and Accountability Plan.

Education Code 48850-48859 (the AB 490 Educational Rights and Stability Act of 2003) create obligations for districts regarding the education of foster youth, including the right of foster youth to continue attending their school of origin and the requirement to ensure that foster youth have access to the same academic resources, services, and extracurricular and enrichment activities that are available to all students. For more information regarding these obligations, see the accompanying administrative regulation.

The requirements of the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435) may apply to foster youth in certain situations, such as when they are living in emergency or transitional shelters. For more information about the education of students who are experiencing homelessness see BP/AR 6173 - Education for Homeless Children. However, Education Code 48850-48859 extends services to youth at any time when in foster care. The following policy may be revised to reflect district practice.

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs that may be addressed with the provision of a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement.-

The Superintendent or designee shall provide foster youth with full access to the district's educational program and implement strategies necessary for the improvement of the academic achievement of foster youth. Additionally, as identified in the district's local control and accountability plan (LCAP).-
~~The~~, the Superintendent or designee shall ~~also~~ develop strategies to build a foster youth's feeling of connectedness with school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

CSBA NOTE: Pursuant to Education Code 48850, placement determinations for foster youth are required to be made in accordance with the student's "best interest." Additionally, Education Code 48853.5 requires each district to designate a staff person as a foster care liaison to help ensure proper school placement, enrollment, and transfer. For more information regarding placement decisions for foster youth, see the accompanying administrative regulation.

The Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and as specified in the accompanying administrative regulation.

~~To that end, the~~The Superintendent or designee shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

CSBA NOTE: Education Code 48853.5 encourages districts to collaborate with other agencies to provide services to foster youth. The following optional paragraph should be modified to reflect district practice.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

CSBA NOTE: Pursuant to Education Code 52060, each district is required to update the LCAP by July 1 each year. The following optional paragraph uses the LCAP review timeline and may be revised to reflect district practice.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

~~Annually, the Superintendent or designee shall report to the California Department of Education, in accordance with Education Code 51225.1, the number of foster youth graduating from the fourth or fifth year of high school who, for the prior school year, graduated with an exemption from district established graduation requirements that are in addition to statewide coursework requirements.~~

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Board Policy Manual

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

Instruction**Policy 6173.4: Education For American Indian Students**

CSBA NOTE: The following policy may be revised to reflect district practice. Districts that receive federal Title VI Indian education funding (20 USC 7401-7492), which supports local educational agencies, Indian tribes and organizations, and other entities in meeting the unique cultural, language, and educational needs of American Indian students, are mandated to adopt policy and procedures to ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents/guardians and family members of American Indian students and community representatives; for more information regarding this mandate, see "Title VI Indian Education Program," below.

The terms "American Indian," "Native American," and "Indian" are used in various state and federal laws but do not always refer to the same groupings of people or are not defined. For purposes of Title VI, 20 USC 7491 defines "Indians" to include Alaska natives. The following policy may be revised to reflect terminology preferred by the district and local tribes.

The Governing Board recognizes that American Indian students may have unique cultural, language, and educational needs that may be addressed by increasing student knowledge about American Indian history, including the history and culture of local tribes, and by providing American Indian students with access to education and other services necessary for such students to meet the same challenging academic standards as other students.

The Superintendent or designee shall provide all students with culturally relevant curriculum related to local American Indian tribes and implement strategies necessary for the improvement of the academic achievement of American Indian students.

CSBA NOTE: The following paragraphs address the involvement of a California Indian Education Task Force. Pursuant to Education Code 33391, districts are encouraged to form a California Indian Education Task Force with Indian tribes local to their region or historically located in the region, to assist in the development of curriculum related to local tribes and in the identification of any achievement gaps between American Indian students and other students in the district, and strategies to close them.

The Native American Studies Model Curriculum, available on the University of California at Davis' Native American Studies website, is a state funded comprehensive, standards-aligned curriculum dedicated to Native American Studies that offers lessons that integrate Native perspectives across academic disciplines.

In order to discuss, gain a shared understanding of, and develop curriculum for use within the district, and to identify the extent and nature of any achievement gaps between American Indian students and other district students, and strategies to address any such gaps, the district may form a California Indian Education Task Force with tribes local to the region. Participants in the task force meetings may consider issues of mutual concern, which include: (Education Code 33391)-

1. Developing a thorough, shared understanding of accurate, high-quality curricular materials about the history, culture, and government of local tribes, and developing such materials for use within the district that include tribal experiences and perspectives
2. Developing a shared understanding of proper or improper instructional materials when these materials use depictions of Native Americans

3. Encouraging the adoption of the curriculum developed by the California Indian Education Task Force
4. Identifying the extent and nature of any achievement gap between American Indian students and other students, and strategies necessary to close it

If formed, the California Indian Education Task Force shall, within one year and thereafter annually, submit a report to the California Department of Education on the findings, including progress of work on Items #1-4, above. (Education Code 33391)

The Superintendent or designee shall identify American Indian students most at-risk of not meeting state academic standards and provide to such students the needed support(s), including making referrals, as appropriate, for special education services or services under Section 504 of the federal Rehabilitation Act of 1973, or other school-based services such as counseling and health services, supplemental instruction, before- or after-school services, and summer learning programs.

CSBA NOTE: Education Code 48432.5 provides protections for American Indian students prior to an involuntary transfer to a continuation school. Additionally, Education Code 48853.5, 48911, 48911.1, 48915.5, and 48918.1, provide protections for American Indian students regarding suspension and expulsion proceedings and assignments to supervised suspension classrooms. In such instances, written notice must be provided to an American Indian student's tribal social worker and, if applicable, the county social worker. See AR 5144.1 - Suspension and Expulsion/Due Process, AR 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), AR 6173.1 - Education for Foster Youth, and AR 6184 - Continuation Education.

Suspension, expulsion, assignment to a supervised suspension classroom, or involuntary transfer to a continuation school of an American Indian student shall be in accordance with law and as specified in Administrative Regulation 5144.1 - Suspension and Expulsion/Due Process, Administrative Regulation 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities), and Board Policy/ Administrative Regulation 6184 - Continuation Education.

CSBA NOTE: Pursuant to Labor Code 3074.2, any district planning to hold a college or career fair is required to identify approved apprenticeship programs in the county and notify such programs that they are hosting a college or career fair. See BP 6164.2 - Guidance/Counseling Services and BP 6178 - Career Technical Education.

The Superintendent or designee shall provide programs to facilitate the successful transition of American Indian students to post-secondary education and employment, which may include college and career fairs as specified in ~~accordance with Labor Code 3074~~ Board Policy 6164.2, - Guidance/Counseling Services and Board Policy 6178 - Career Technical Education, apprenticeship and preapprenticeship programs, mentorship programs, and counseling services.

As needed, the Superintendent or designee shall provide professional development to teachers and other school staff to assist them in understanding and responding to the unique needs of American Indian students.

At least annually, the Superintendent or designee shall report to the Board on the outcomes of American Indian students including, but not limited to, school attendance, student achievement test results, promotion and retention by grade level, graduation rates, and suspension/expulsion rates.

Board Policy Manual

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

Instruction**Policy 6175: Migrant Education Program**

CSBA NOTE: The following optional policy is for use by districts that have established migrant education programs pursuant to federal Title I, Part C (20 USC 6391-6399) and Education Code 54440-54445. In California, most districts that provide migrant education services operate pursuant to service agreements with regional service centers pursuant to Education Code 54444.1. The district submits a service application to the regional center, which then submits a regional application to the California Department of Education (COE). The following policy and accompanying administrative regulation should be revised as necessary to reflect the district's agreement with its regional service center.

During the Federal Program Monitoring (FPM) process, COE will review whether the district is fulfilling the major legal requirements for implementation of the program. Education Code 51225.2 describes this group of highly mobile students as "a pupil who is a migratory child" and CDE's Uniform Complaint Procedures 2025-26 FPM instrument describes this group as "pupils who are migratory," which is reflected in the use of this description throughout the policy. The following policy may be revised to reflect terminology preferred by the district and local community.

Pursuant to Education Code 41601.6, up to two local educational agencies may request authorization from COE to provide an extended school year program to specified students who are migratory, which includes average daily attendance funding for such students. For more information regarding summer school and extended school year programs, see the accompanying administrative regulation.

The Governing Board desires to provide a comprehensive program for students who are migratory that attempts to mitigate the impact of educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that may inhibit their ability to succeed in school. The district shall make use of available funds to provide supplementary services for students who are migratory.

The Superintendent or designee shall cooperate with the regional migrant service center in outreach and identification of eligible students who are migratory and in the provision of migrant education services. ~~The~~ Additionally, the Superintendent or designee shall ~~also~~ coordinate migrant education services with other programs within the district and with other public agencies that serve migrant workers and their families.

CSBA NOTE: 20 USC 6394 establishes priority for services for students who are migratory who are failing or at risk of failing to meet state standards or have dropped out of school. According to CDE's 2023, "State Service Delivery Plan," for purposes of establishing priority for services, students are considered to be failing or most at risk of failing to achieve state standards if they (1) score at Level 1-2 (standard not met or standard nearly met) on the English language and/or mathematics summative assessments of the California Assessment of Student Performance and Progress, or (2) score at Levels 1-3 (beginning to moderately developed English skills) on the California English Language Development Test or the English Language Proficiency Assessments for California.

The term "qualifying move" means a move due to economic necessity (1) from one residence to another residence, and (2) from one school district to another school district, with limited exceptions.

The district shall give first priority for services to students who are migratory ~~who~~ and have made a qualifying move within the previous one year period, and are failing, ~~or are most at risk of failing,~~ to meet state academic standards or have dropped out of school. (20 USC 6394), 6399)

CSBA NOTE: 20 USC 7881 requires that eligible private school students residing within the district be provided an opportunity to receive services on an equitable basis with public school students, as provided below. See AR 6171 - Title I Programs for further information about requirements pertaining to such participation.

The district shall provide services to eligible private school students residing within the district on an equitable basis with participating public school students. (20 USC 7881; 34 CFR 200.87)

CSBA NOTE: Education Code 54443.1 requires that local migrant education programs conduct an individual assessment of the educational and health needs of each student who is migratory within 30 days of enrollment and prepare a brief individual learning plan in writing listing the services to be provided to each student. For more information regarding program components, see the accompanying administrative regulation. These duties may be performed by either the district or the regional service center depending on their agreement.

The Superintendent or designee shall ensure that each student who is migratory is placed at the appropriate grade level upon enrollment and is provided services in accordance with an individual needs assessment and learning plan.

CSBA NOTE: The following optional paragraph may be revised to reflect district practice, including specific indicators that the Governing Board and Superintendent or designee agree to use in evaluating program effectiveness.

The Superintendent or designee shall annually report to the Board regarding student performance on statewide assessments of core academic subjects and English language development, as appropriate, for students enrolled in the district's migrant education program. ~~In addition~~ Additionally, the Superintendent or designee shall periodically report to the Board regarding the alignment of district services with the needs of students as identified in student needs assessments conducted pursuant to Education Code 54443.1. As necessary, the Board shall seek technical assistance from the migrant education regional service center and/or make changes in the services provided by the district in order to improve student achievement.

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