

**MARCUM-ILLINOIS UNION SCHOOL DISTRICT
REGULAR BOARD MEETING**

AGENDA

Monday, August 10, 2026
6:00 pm Open Session
Library

2452 El Centro Blvd.
East Nicolaus, CA 95659

Meeting facilities are accessible to persons with disabilities. Anyone who is planning to attend the board meeting and is visually or hearing impaired or has any disability that needs special assistance should call the Superintendent/Principal at the District Office at least 48 hours in advance of the meeting to make arrangements.

1. CALL TO ORDER, PLEDGE OF ALLEGIANCE

2. ROLL CALL

Josh Wanner
Emily Daddow
Elise Nelson
Jeff Reese
Keith Turner

Present

Absent

3. APPROVAL OF THE AGENDA

Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

Motion _____ Second _____ Vote _____

4. SOUTH SUTTER CHARTER SCHOOL

5. SUPERINTENDENT’S REPORT

6. COMMENTS FROM THE PUBLIC

“No action or discussion shall be undertaken on any item not appearing on the posted agenda except the Members of the Board or the Marcum-Illinois Union Elementary School District Staff may briefly respond to statements made or questions posed. As the Board discusses agenda items, audience participation is permitted. The president will recognize those members of the audience who wish to speak. If necessary, each person wishing to speak will be asked to identify himself prior to speaking. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The president shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Generally, the president will ask board members for their remarks prior to

recognizing requests to speak from the audience. At the president's discretion, agenda items may be considered in other than numerical order." Board Policy (Bylaws) 9323

7. **CONSENT AGENDA**

Any item on the Consent Agenda may be considered separately at the request of a board member.

7.1 Approval of Minutes: June 8, 2026

7.2 Approval of Monthly Warrants: 17251, 17308, 17362, 17411, 17545, 17617, 17620, 17713, 17714, 17795, 17796

7.3 Williams Act: 0 Complaints

7.4 Approval of New Hires

Classroom Aide FT- Clarissa Garcia

After School Program Aide PT- Nancy Velazquez

7.5 Enrollment Report:

Marcum-Illinois Elementary School Enrollment

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
14	23	19	17	21	21	15	20	18	19	187

Marcum-Illinois Preschool Enrollment

Full Time 13

Motion _____ Second _____ Vote _____

8. **ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION**

Motion _____ Second _____ Vote _____

9. **INFORMATION ITEMS**

9.1 First Reading of Revised Board Policies

9.2 45-Day Budget Revision

10. **ACTION ITEMS**

10.1 Approve Comprehensive School Safety Plan (CSSP)

The Board is asked to approve the 26-27 Comprehensive School Safety Plan. Updates present in this plan include Annual Child Abuse Training and emergency procedures for Sudden Cardiac Arrest, as well as updated School Crime Assessment data and Staff Directory/Roles.

Motion _____ Second _____ Vote _____

10.2 Approve Expanded Learning Opportunities (ELO-P) Plan

The Board is asked to approve the updated MIUESD Expanded Learning Opportunities Plan as it has been updated to include the Board Approved fee policy.

Motion _____ Second _____ Vote _____

10.3 Approval of Board Policy BP 5131.8 Mobile Communication Devices

The Board is asked to approve Board Policy, BP 5131.8 Mobile Communication Devices. It is recommended that the Board waive the typical Board approval process of two reads to adhere to recommended timelines and updates for this policy update.

Motion _____ Second _____ Vote _____

10.4 Approval of Staff Head of House Stipend

The Board is asked to approve the creation of a new stipend role for 4 Staff Heads of House. Staff Heads of House will support community-building within their house and the leadership development of their House Leader by overseeing monthly House Meetings.

Motion _____ Second _____ Vote _____

10.5 Approval of using General Fund to reimburse the Cafeteria Fund for Snack Expenses Not Covered by the National School Lunch Program and/or Universal Meals for 2026-2027

The National School Lunch Program nor Universal Meals will reimburse the cafeteria fund for expenses related to providing afterschool snack for students. Cafeteria fund expenses related to the cost of afterschool snacks are not a permissible expenditure of Cafeteria Fund dollars. It is recommended that MIUESD approve the use of General Fund dollars to reimburse the Cafeteria Fund for snack expenses not covered by the National School Lunch Program nor Universal Meals.

Motion _____ Second _____ Vote _____

10.6 Approval of using General Fund to reimburse the Cafeteria Fund for Milk Expenses Not Covered by the National School Lunch Program and/or Universal Meals for 2026-2027

The National School Lunch Program nor Universal Meals will reimburse the cafeteria fund for expenses related to providing milk only for students with their meals from home. Because milk alone does not qualify as a reimbursable meal, it is not reimbursed by the Universal Meal Plan. It is recommended that MIUESD approve the use of General Fund dollars to reimburse the Cafeteria Fund for student milk expenses not covered by the National School Lunch Program or Universal Meals.

Motion _____ Second _____ Vote _____

11. NEXT BOARD MEETING

September 14, 2026 6:00pm

12. CLOSED SESSION

- Interdistrict Students
- District Programs
- Public Employee Discipline/Dismissal/Release/Complaint
- Superintendent/Principal Evaluation

13. REPORT OUT FROM CLOSED SESSION

Motion _____ Second _____ Vote _____

14. ADJOURNMENT

	7/1/2025 - 7/31/2025	8/1/2025 - 8/31/2025	9/1/2025 - 9/30/2025	10/31/2025	11/30/2025	12/31/2025	1/1/2026 - 1/31/2026	2/1/2026 - 2/28/2026	3/1/2026 - 3/31/2026	4/1/2026 - 4/30/2026	5/1/2026 - 5/31/2026	6/1/2026 - 6/30/2026	Total
Revenue													
8011 LCEE Revenue		1,215,435.00	1,215,435.00	2,187,783.00	2,187,783.00	2,187,783.00	2,187,783.00	2,187,783.00	2,650,267.00	2,650,267.00	0.00	5,300,514.00	22,020,813.00
8012 FPA Revenue	5,530,950.00	0.00	0.00	1,731,157.00	0.00	0.00	1,731,157.00	0.00	0.00	0.00	0.00	0.00	11,532,084.00
8096 In-lieu Revenue	47,500.00	0.00	0.00	0.00	256,824.00	0.00	48,910.00	48,910.00	97,054.00	0.00	97,066.00	48,533.00	639,824.00
8200 Federal Title Revenue	15,363.00	0.00	0.00	0.00	0.00	0.00	13,842.00	0.00	0.00	102,336.00	0.00	0.00	232,063.00
8211 Special Ed Revenue	0.00	215,611.00	221,000.00	100,484.00	100,484.00	100,484.00	100,484.00	100,484.00	0.00	130,424.00	1,877.00	0.00	7,405,647.00
8550 Mandate Rklt Grant	0.00	0.00	0.00	0.00	0.00	0.00	78,642.00	0.00	0.00	0.00	0.00	0.00	78,642.00
8560 Other State Revenue	177,994.00	0.00	0.00	1,504.00	1,504.00	1,504.00	265,878.00	0.00	0.00	0.00	0.00	0.00	449,880.00
8500 Other State Revenue	4,088,356.00	0.00	0.00	0.00	616,607.00	100,257.00	0.00	0.00	277,573.00	0.00	0.00	0.00	5,061,736.00
8600 Interest Revenue	231,131.00	5,202.00	24,951.00	5,648.00	5,648.00	66,780.00	0.00	0.00	0.00	0.00	0.00	0.00	160,072.00
8699 Other Revenue	231,131.00	340,275.00	231,964.00	380,275.00	380,275.00	380,275.00	380,275.00	380,275.00	380,275.00	380,275.00	380,275.00	380,275.00	4,020,887.00
Total Revenue	9,867,736.00	1,963,461.00	1,881,908.00	4,456,205.00	3,646,132.00	2,871,361.00	4,657,735.00	3,061,238.00	3,335,217.00	6,214,609.00	685,353.00	5,798,361.00	48,439,398.00
Expenditures													
1100 Certificated Instruction	10,640.00	938,145.00	947,960.00	943,410.00	1,033,101.00	965,614.00	965,614.00	965,748.00	965,748.00	959,505.00	960,260.00	21,180.00	9,648,116.00
1110 AFSC (A & B)	0.00	0.00	0.00	30,851.00	37,235.00	38,948.00	38,948.00	38,731.00	47,344.00	47,360.00	41,618.00	0.00	230,146.00
1150 Special Instruction	147,061.00	135,755.00	127,645.00	150,301.00	170,771.00	170,771.00	170,771.00	170,771.00	170,771.00	170,771.00	170,771.00	1,877.00	1,301,716.00
1160 Tech Allowance Cert	3,225.00	22,291.00	22,800.00	22,350.00	22,350.00	22,350.00	22,350.00	22,350.00	22,350.00	22,350.00	22,350.00	3,525.00	230,020.00
1180 Substituted Certificat	0.00	3,263.00	7,223.00	11,504.00	10,753.00	17,863.00	8,520.00	15,553.00	25,222.00	21,238.00	10,904.00	6,300.00	152,163.00
1190 Classified Certificat Teacher	0.00	1,500.00	2,651.00	1,504.00	1,504.00	1,504.00	1,504.00	1,504.00	1,504.00	1,504.00	1,504.00	0.00	50,760.00
1200 Certificated Student Support	116,056.00	116,056.00	122,965.00	123,278.00	144,477.00	125,796.00	124,804.00	127,056.00	135,006.00	135,006.00	136,871.00	133,332.00	1,542,905.00
1230 Certificated Support Hourly	816.00	1,316.00	0.00	0.00	120.00	0.00	0.00	0.00	44.00	0.00	0.00	0.00	2,286.00
1300 Director Advices	85,037.00	85,038.00	85,038.00	85,038.00	85,473.00	88,045.00	88,045.00	88,045.00	88,045.00	88,045.00	88,045.00	88,045.00	1,061,611.00
1600 Other Certificated Staff	4,550.00	4,550.00	4,550.00	4,550.00	4,170.00	4,712.00	4,712.00	4,712.00	4,712.00	4,712.00	4,712.00	4,712.00	56,300.00
2200 Student Support	24,071.00	19,038.00	19,038.00	20,324.00	21,136.00	27,146.00	27,146.00	29,203.00	28,266.00	19,389.00	19,389.00	0.00	280,535.00
2230 Classified Support Hourly OT	152.00	1,125.00	1,125.00	1,125.00	1,305.00	1,305.00	1,305.00	1,305.00	1,305.00	1,305.00	1,305.00	0.00	12,730.00
2300 Director Classified	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	32,496.00	392,880.00
2400 Clerical Classified	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	28,324.00	340,752.00
2430 Clerical Hourly Classified	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	23,739.00	288,876.00
2450 Tech Allowance Class	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	1,425.00	17,100.00
3101 CTCB Enrollments Certificated	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	471,187.00	5,654,244.00
3102 CTCB Classified	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	2,641.00	31,692.00
3201 PBEC Enrollments Certificated	878.00	4,907.00	4,907.00	4,907.00	4,907.00	4,907.00	4,907.00	4,907.00	4,907.00	4,907.00	4,907.00	4,907.00	58,884.00
3202 PBEC Classified	32,862.00	28,661.00	28,661.00	28,661.00	28,661.00	28,661.00	28,661.00	28,661.00	28,661.00	28,661.00	28,661.00	28,661.00	343,882.00
3302 SS/Medicare Employer Class	9,841.00	29,730.00	31,024.00	28,958.00	32,935.00	30,615.00	30,615.00	30,615.00	30,615.00	30,615.00	30,615.00	30,615.00	366,446.00
3401 VSP Enrollments Cert	30,804.00	170,845.00	171,402.00	172,751.00	171,534.00	172,510.00	176,692.00	181,071.00	176,751.00	183,322.00	178,634.00	33,604.00	1,824,800.00
3402 VSP Enrollments Class	16,481.00	24,361.00	20,152.00	20,152.00	21,674.00	21,674.00	21,674.00	21,674.00	21,674.00	21,674.00	21,674.00	21,674.00	261,853.00
3501 CUI Certificated	0.00	41.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	41.00
3502 CUI Classified	156.00	710.00	740.00	743.00	876.00	776.00	766.00	761.00	767.00	767.00	767.00	767.00	7,666.00
3601 WC Cert	920.00	5,351.00	5,351.00	5,351.00	5,351.00	5,351.00	5,351.00	5,351.00	5,351.00	5,351.00	5,351.00	5,351.00	64,211.00
3602 WC Class	304.00	710.00	498.00	498.00	519.00	519.00	519.00	519.00	519.00	479.00	479.00	520.00	6,140.00
3801 Other PD Benefits - Part (Affili)	2,523.00	21,265.00	22,110.00	21,265.00	22,110.00	22,110.00	22,110.00	22,110.00	22,110.00	22,110.00	22,110.00	22,110.00	265,880.00
3802 Other PD Benefits - Class (Affili)	1,303.00	1,014.00	1,027.00	1,027.00	1,027.00	1,027.00	1,027.00	1,027.00	1,027.00	1,027.00	1,027.00	1,027.00	12,327.00
4700 Library Materials	1,419.00	3,096.00	3,096.00	17,705.00	13,422.00	300,613.00	34,242.00	37,082.00	0.00	0.00	0.00	0.00	417,522.00
4300 Instructional Funds - Materials and	68,722.00	151,790.00	558,910.00	225,362.00	145,497.00	249,934.00	174,360.00	292,399.00	173,160.00	508,371.00	24,662.00	2,509.00	2,575,681.00
Expenditures													
4301 Teacher Fund Mat. Supplies	0.00	804.00	10,991.00	13,155.00	5,555.00	5,569.00	6,493.00	6,493.00	1,419.00	15,257.00	2.00	0.00	63,090.00
4310 Materials & Supplies	21,746.00	625.00	28,696.00	13,240.00	4,105.00	4,443.00	6,348.00	6,348.00	944.00	32,327.00	25,740.00	0.00	159,740.00
4320 Materials & Supplies (Admin)	0.00	0.00	60.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	60.00
4400 Non-Instructional Environment	340.00	0.00	0.00	8,336.00	0.00	0.00	0.00	0.00	0.00	3,310.00	36,906.00	60,274.00	88,215.00
5200 Travel & Conference Instructional	11,294.00	30,965.00	5,920.00	15,720.00	11,256.00	5,014.00	20,147.00	33,529.00	33,753.00	16,205.00	12,457.00	165,721.00	1,457,721.00
5202 CF Travel	0.00	198.00	0.00	0.00	0.00	0.00	240.00	0.00	0.00	111.00	152.00	0.00	710.00
5210 Professional Development Title II	0.00	0.00	0.00	0.00	1,011.00	0.00	17,400.00	325.00	0.00	867.00	0.00	0.00	16,803.00
5300 Dues and Membership	14,760.00	0.00	0.00	0.00	0.00	120.00	0.00	0.00	0.00	0.00	0.00	0.00	11,564.00
5400 Other Insurance	33,618.00	1,102.00	22,081.00	0.00	23,034.00	0.00	0.00	0.00	21,964.00	0.00	0.00	0.00	100,504.00
5510 Operations & Maintenance	8,025.00	8,427.00	10,840.00	4,794.00	4,794.00	4,794.00	4,794.00	4,794.00	7,742.00	1,070.00	5,135.00	4,864.00	76,362.00
5510 Books, Loose, Donations	154.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	154.00
5800 Instructional Funds - Services	47,141.00	131,361.00	308,003.00	406,665.00	323,750.00	323,750.00	500,760.00	526,416.00	448,242.00	615,498.00	647,708.00	437,046.00	5,507,707.00
5810 Contracted Instruction	249,781.00	218,219.00	244,647.00	244,647.00	244,647.00	244,647.00	244,647.00	244,647.00	244,647.00	244,647.00	244,647.00	244,647.00	2,927,728.00
5811 Guidance & Parent Involvement	12,726.00	36,426.00	36,426.00	36,426.00	36,426.00	36,426.00	36,426.00	36,426.00	36,426.00	36,426.00	36,426.00	36,426.00	424,816.00
5812 Student Records	1,154.00	0.00	0.00	0.00	829.00	4,906.00	0.00	0.00	0.00	0.00	0.00	0.00	12,013.00
5813 Teacher Services	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	7,665.00	92,385.00
5814 Inet Supp - Curr Devl Ctf	14,066.00	14,771.00	15,063.00	15,063.00	15,063.00	15,063.00	15,063.00	15,063.00	15,063.00	15,063.00	15,063.00	15,063.00	184,480.00
5815 IT(Media Tech)	33,224.00	15,208.00	4,159.00	8,855.00	4,068.00	7,799.00	5,624.00	3,647.00	4,586.00	9,126.00	3,883.00	13,092.00	182,776.00
5816 School Admin	40,027.00	11,407.00	12,126.00	12,515.00	17,087.00	19,698.00	14,526.00	22,082.00	16,650.00	15,113.00	19,950.00	21,010.00	222,131.00
5820 School Admin Part	34,044.00	27,744.00	27,744.00	34,351.00	34,351.00	34,351.00	34,351.00	34,351.00	34,351.00	34,351.00	34,351.00	34,351.00	416,880.00
5825 School Admin Class	1,104.00	2,128.00	2,128.00	2,128.00	2,443.00	2,443.00	2,443.00	2,443.00	2,443.00	2,443.00	2,443.00	2,443.00	29,327.00
5830 IFM Instructional	6,955.00	6,955.00	6,955.00	6,955.00									

**MARCUM-ILLINOIS UNION SCHOOL DISTRICT
REGULAR BOARD MEETING**

**MINUTES
Monday, June 8, 2026**

1. CALL TO ORDER, PLEDGE OF ALLEGIANCE

Called to order at 6:02pm.

2. ROLL CALL

Present: Emily Daddow, Jeff Reese, Keith Turner

Absent: Josh Wanner, Elise Nelson

3. APPROVAL OF THE AGENDA

Occasionally an item requiring attention will arrive in the office after the agenda is posted. Items may be added to the agenda with 2/3-majority approval of the board. Items to be added will be made available to the public at the meeting.

Keith Turner moved to approve the agenda. Jeff Reese seconded. Roll call vote 3-0.

4. SOUTH SUTTER CHARTER SCHOOL

South Sutter Charter School provided their regular fiscal report.

5. SUPERINTENDENT'S REPORT

Maggie Irby shared that all End of School Year activities went well. She expressed appreciation for the Board's presence and support at 8th grade graduation.

6. COMMENTS FROM THE PUBLIC

"No action or discussion shall be undertaken on any item not appearing on the posted agenda except the Members of the Board or the Marcum-Illinois Union Elementary School District Staff may briefly respond to statements made or questions posed. As the Board discusses agenda items, audience participation is permitted. The president will recognize those members of the audience who wish to speak. If necessary, each person wishing to speak will be asked to identify himself prior to speaking. Individual speakers shall be allowed three minutes to address the Board on each agenda or non-agenda item. The president shall limit the total time for public input on each item to 20 minutes. With Board consent, the president may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. Generally, the president will ask board members for their remarks prior to recognizing requests to speak from the audience. At the president's discretion, agenda items may be considered in other than numerical order." Board Policy (Bylaws) 9323

No public comments.

7. CONSENT AGENDA

Any item on the Consent Agenda may be considered separately at the request of a board member.

6.1 Approval of Minutes: June 2, 2026
6.2 Quarterly Williams Act Report (April, May, June): 0 Complaints
6.3 Enrollment Report:

Marcum-Illinois Elementary School Enrollment

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
19	22	17	20	21	16	21	19	18	21	194

Marcum-Illinois Preschool Enrollment
Full Time 14

Prospective Marcum-Illinois Elementary School Enrollment 2026-27

TK	K	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
14	21	20	17	19	21	16	21	18	18	185

Marcum-Illinois Preschool Enrollment
Full Time 13

Jeff Reese moved to approve the consent agenda. Keith Turner seconded. Roll call vote 3-0.

8. ITEMS PULLED FROM THE CONSENT AGENDA FOR DISCUSSION

None.

9. INFORMATION ITEMS

9.1 Marcum-Illinois Preschool Annual Self Evaluation

10. ACTION ITEMS

10.1 Approve 2026-2027 MIUESD Budget

Each LEA is expected to prepare a preliminary budget for the upcoming school year. It is recommended that the Board review and adopt the preliminary budget.

Emily Daddow moved to approve the 2026-2027 MIUESD Budget. Keith Turner seconded. Roll call vote 3-0.

10.2 Approve 2026-2027 Explanation of Excess Reserves

The Board is asked to approve the 2025-2026 Explanation of Excess Reserves as prepared which recognizes that the District has reserves in excess of the required amount.

Keith Turner moved to approve the 2026-2027 Explanation of Excess Reserves. Emily Daddow seconded. Roll call vote 3-0.

10.3 Approve 2026-2027 Local Control Accountability Plan (LCAP) for MIUESD

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs (county office of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs. Each School Board is required to review and approve the LCAP annually. The Board is asked to approve the 2026-2027 LCAP including the Budget Overview for Parents and the Expenditure Tables.

Emily Daddow moved to approve the 2026-2027 Local Control Accountability Plan (LCAP) for MIUESD. Jeff Reese seconded. Roll call vote 3-0.

10.4 Approval of MIUESD Local Indicators

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority and report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP). The Board is asked to approve the Local Indicators.

Emily Daddow moved to approve the MIUESD Local Indicators. Keith Turner seconded. Roll call vote 3-0.

10.5 Approve 2026-2027 Consolidated Application

The Board is asked to approve the Consolidated Application as prepared by Sutter County Superintendent of Schools. This report contains entitlements for each federal program and documents participation in these programs.

Jeff Reese moved to approve the 2026-2027 Consolidated Application. Keith Turner seconded. Roll call vote 3-0.

10.6 Approve Stipends List

The Board is asked to update and approve the MIUESD Stipends.

Emily Daddow moved to approve the updated MIUESD Stipends List. Jeff Reese seconded. Roll call vote 3-0.

11. NEXT BOARD MEETING

August 10, 2026 6:00pm

12. CLOSED SESSION

- Interdistrict Students
- District Programs
- Public Employee Discipline/Dismissal/Release/Complaint
- Superintendent/Principal Evaluation

13. REPORT OUT FROM CLOSED SESSION

Nothing to report.

14. ADJOURNMENT

Adjourned at 6:35pm.

Checks Dated 05/28/2026 through 07/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00655043	05/28/2026	DENNIS GUYNES	01-5600		675.00
00655044	05/28/2026	DOMINOS MAIN OFFICE	13-4700		1,053.00
00655045	05/28/2026	FRUIT GUYS LLC	13-4700		1,775.00
00655046	05/28/2026	GOLD STAR FOODS	13-4700		2,567.32
00655047	05/28/2026	MICHAEL'S TRANSPORT SRVS INC	01-5800		130.00
00655048	05/28/2026	PACE ANALYTICAL SERVICES LLC	01-5800		155.80
00655049	05/28/2026	PROPACIFIC FRESH	13-4300	85.48	
			13-4700	719.25	
			13-4712	479.10	1,283.83
00655050	05/28/2026	SOUTH SUTTER CHARTER SCHOOL	01-8096		48,533.00
00655051	05/28/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4700		512.81
00655052	05/28/2026	TCSIG	01-9514		28,408.00
00655053	05/28/2026	VILLARREAL, PAULA S	01-4300		54.70
00655451	06/04/2026	AT&T	01-5900		50.56
00655452	06/04/2026	AT&T CALNET	01-5900		96.28
00655453	06/04/2026	BIDWELL H2O	01-5800	109.45	
			12-5800	9.95	
			13-5800	39.80	159.20
00655454	06/04/2026	DENNIS GUYNES	01-5600		1,659.80
00655455	06/04/2026	GOLDEN BEAR ALARM SERVICE INC	01-5800		180.00
00655456	06/04/2026	J&J HEATING & AIR	01-5600		285.55
00655457	06/04/2026	LUCAS, STACI	01-5200		193.06
00655458	06/04/2026	MICHAEL'S TRANSPORT SRVS INC	01-5800		1,635.00
00655459	06/04/2026	OFFICE EQUIPMENT FINANCE SVCS.	01-5600	981.78	
			01-5800	550.71	1,532.49
00655460	06/04/2026	PROPACIFIC FRESH	13-4300	42.74	
			13-4700	804.29	
			13-4712	399.25	1,246.28
00655461	06/04/2026	RAQUEL ALVAREZ DE FARIAS	01-5800		4,272.00
00655462	06/04/2026	SAM'S CLUB	01-4300	1,176.59	
			12-4300	13.77	
			12-4700	85.94	1,276.30
00655463	06/04/2026	SIERRA WATER UTILITY	01-4300	44.02	
			01-5800	200.10	244.12
00655464	06/04/2026	TCSIG	01-5800		10.00
00655936	06/11/2026	ANNETTE ALBERTI	01-5800		3,437.50
00655937	06/11/2026	APPEAL-DEMOCRAT	01-5800		151.00
00655938	06/11/2026	BRAZIL, COURTNEY	01-4300		15.07
00655939	06/11/2026	CLARK PEST CONTROL OF STOCKTON	01-5507	225.00	
			01-5800	252.00	477.00
00655940	06/11/2026	DEPARTMENT OF JUSTICE ACCOUNT OFFICE CASHIERING UNIT	01-5804		32.00

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

Checks Dated 05/28/2026 through 07/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00655941	06/11/2026	EXCEL PHOTOGRAPHERS	01-5800		187.69
00655942	06/11/2026	IRBY, MARGARET K	01-4300	170.70	
			01-5200	488.79	659.49
00655943	06/11/2026	J&J HEATING & AIR	01-5600		770.00
00655944	06/11/2026	PROPACIFIC FRESH	13-4700	596.39	
			13-4712	319.40	915.79
00655945	06/11/2026	RECOLOGY YUBA-SUTTER	01-5506		582.88
00655946	06/11/2026	STAPLES	01-4300		566.15
00655947	06/11/2026	SUTTER BUTTES FIRE EXT CO INC	01-5800		457.68
00655948	06/11/2026	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-5800		1,105.00
00655949	06/11/2026	SYSCO FOOD SVCS OF SACRAMENTO	13-4300	114.04	
			13-4700	260.19	374.23
00655950	06/11/2026	THE HOME DEPOT CREDIT SERVICES	01-4300	99.35	
			01-5800	1.08-	98.27
00655951	06/11/2026	THORNTON'S GAS	01-4300		548.49
00656250	06/18/2026	CENIOM	01-5800		1,200.00
00656251	06/18/2026	DADDOW, SUSAN	01-5220		300.88
00656252	06/18/2026	DOMINOS MAIN OFFICE	13-4700		2,332.20
00656253	06/18/2026	FROG STREET PRESS LLC	01-4300	1,345.66	
			01-5800	654.34	2,000.00
00656254	06/18/2026	IRBY, MARGARET K	01-4300	817.53	
			01-5220	888.85	1,706.38
00656255	06/18/2026	IVS COMPUTER TECHNOLOGY	01-6400		15,126.83
00656256	06/18/2026	PACIFIC GAS & ELECTRIC	01-5502		2,054.54
00656257	06/18/2026	VERIZON WIRELESS	01-5900		345.22
00657352	07/02/2026	AT&T	01-5900		51.39
00657353	07/02/2026	AT&T CALNET	01-5900		95.38
00657354	07/02/2026	BRAZIL, COURTNEY	01-5220		88.45
00657355	07/02/2026	CENIOM	01-4400		8,221.67
00657356	07/02/2026	IRBY, MARGARET K	01-4300	326.44	
			01-5200	1,943.56	2,270.00
00657357	07/02/2026	OFFICE EQUIPMENT FINANCE SVCS.	01-5600		886.59
00657358	07/02/2026	PACE ANALYTICAL SERVICES LLC	01-5800		155.80
00657359	07/02/2026	PERFORMANCE SYSTEMS INTEG	01-5800		829.00
00657360	07/02/2026	SAM'S CLUB	01-4300	801.89	
			13-4300	19.65	
			13-4700	197.70	1,019.24
00657361	07/02/2026	SHADD JANITORIAL SUPPLY	01-4300		325.62
00657362	07/02/2026	SIERRA WATER UTILITY LLC	01-4300	37.54	
			01-5800	200.10	237.64
00657363	07/02/2026	STAPLES	01-4300		38.84

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Checks Dated 05/28/2026 through 07/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00657364	07/02/2026	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-7212		7,906.00
00657365	07/02/2026	TCSIG	01-4300		480.00
00657366	07/02/2026	US BANK CORP. PAYMENT SYSTEM	01-4300	1,936.25	
			01-5200	1,150.00	
			01-5800	3,051.52	
			01-5900	872.97	
			12-4300	107.71	7,118.45
00657833	07/14/2026	ARRA KIRREN KILEY LEWIS	01-5800		2,500.00
00657834	07/14/2026	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-5800		833.33
00657835	07/14/2026	THE HOME DEPOT CREDIT SERVICES	01-4300		50.88
00657836	07/14/2026	THORNTON'S GAS	01-4300	128.54	
			01-5600	5.00	133.54
00657837	07/14/2026	ALMA TECHNOLOGIES INC	01-5800		7,069.84
00657838	07/14/2026	BRIGHTARROW TECHNOLOGIES INC	01-5800		520.30
00657839	07/14/2026	CALIFORNIA'S VALUED TRUST	01-9514		3,930.39
00657840	07/14/2026	CASBO	01-5300		850.00
00657841	07/14/2026	CLARK PEST CONTROL OF STOCKTON	01-5507	225.00	
			01-5800	252.00	477.00
00657842	07/14/2026	DENNIS GUYNES	01-5600		675.00
00657843	07/14/2026	EVERON	01-5800		422.52
00657844	07/14/2026	FES	01-5800		1,855.00
00657845	07/14/2026	GOLDEN BEAR ALARM SERVICE INC	01-5800		180.00
00657846	07/14/2026	NATIONAL CHARTER SCHOOLS INSTITUTE	01-5800		1,500.00
00657847	07/14/2026	NORTH VALLEY SCHS INS GRP II CO KEENAN & ASSOCIATES-SETECH	01-5400		29,515.00
00657848	07/14/2026	NORTH VALLEY SIG C/O KEENAN-SETECH	01-9516		8,264.00
00657849	07/14/2026	OFFICE EQUIPMENT FINANCE SVCS.	01-5600		981.78
00657850	07/14/2026	RENAISSANCE LEARNING INC.	01-5800		3,179.20
00657851	07/14/2026	SCHOOL & COLLEGE LEGAL SERVICES OF CA	01-5805		150.00
00657852	07/14/2026	SMALL SCHOOL DISTRICTS' ASSOC.	01-5300		900.00
00657853	07/14/2026	SUTTER BUTTES COMMUNICATION	01-5900		46.50
00657854	07/14/2026	SYSCO FOOD SVCS OF SACRAMENTO	01-4700		268.14
00657855	07/14/2026	TCSIG	01-9514		26,081.00
00658388	07/23/2026	CALIFORNIA'S VALUED TRUST	01-9514		3,732.09
00658389	07/23/2026	CENIOM	01-5800		1,200.00
00658390	07/23/2026	RECOLOGY YUBA-SUTTER	01-5506		618.29

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 05/28/2026 through 07/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
00658391	07/23/2026	STAPLES	01-4300		1,195.57
00658392	07/23/2026	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-5800		889.95
00658393	07/23/2026	THE SHERWIN-WILLIAMS CO	01-4300		301.64
00658394	07/23/2026	CA DEPT OF TAX AND FEE ADMINISTRATION	01-9517		68.07
00658395	07/23/2026	DENNIS GUYNES	01-5600		1,628.77
00658396	07/23/2026	DEPARTMENT OF JUSTICE ACCOUNT OFFICE CASHIERING UNIT	01-5804		32.00
00658397	07/23/2026	EAST NICOLAUS JOINT UHSD	01-4300		53.50
00658398	07/23/2026	PACE ANALYTICAL SERVICES LLC	01-5800		1,322.20
00658399	07/23/2026	PACIFIC GAS & ELECTRIC	01-5502		1,913.71
00658400	07/23/2026	PLEASANT GROVE JOINT USD	01-5800		1,923.33
00658401	07/23/2026	VERIZON WIRELESS	01-5900		345.37
00658770	07/30/2026	AT&T	01-5900		52.06
00658771	07/30/2026	DOCUMENT TRACKING SEVICES	01-5800		695.00
00658772	07/30/2026	EDMENTUM INC	01-5800		3,500.00
00658773	07/30/2026	MICHAEL'S TRANSPORT SRVS INC	01-5800		545.00
00658774	07/30/2026	OFFICE EQUIPMENT FINANCE SVCS.	01-5600	886.59	
			01-5800	183.94	1,070.53
00658775	07/30/2026	SAM'S CLUB	01-4300	119.33	
			01-4700	1,750.96	1,870.29
00658776	07/30/2026	SIERRA WATER UTILITY LLC	01-4300	48.40	
			01-5800	450.10	498.50
00658777	07/30/2026	SYSCO FOOD SVCS OF SACRAMENTO	01-4700		238.30
00658778	07/30/2026	VOYAGER SOPRIS LEARNING	01-5800		1,200.00
00658779	07/30/2026	EAST NICOLAUS JOINT UHSD	01-5800		16,516.60
00658780	07/30/2026	LOZANO SMITH LLP	01-5805		2,132.00
00658781	07/30/2026	PLEASANT GROVE JOINT USD	01-5220	2,923.20	
			01-5800	4,387.38	7,310.58
00658782	07/30/2026	SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE	01-7142		3,207.71
Total Number of Checks			114		307,601.94

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	105	295,066.96
12	CHILD DEVELOPMENT	3	217.37
13	CAFETERIA	11	12,317.61

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

Checks Dated 05/28/2026 through 07/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
		Total Number of Checks	114	307,601.94	
		Less Unpaid Tax Liability		.00	
		Net (Check Amount)		307,601.94	

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.

Approval Batch 017251

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		DENNIS GUYNES (000116/1) 1658 OAKLEY LANE WHEATLAND, CA 95692									
2025/26	05/21/26		BUS #1 45 DAY INSPECT	282	(1617468)	05/26/26	Paid	Printed	225.00	225.00	
	2026	01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655043					Check Date	05/28/26	PO#	Register #	000416	
2025/26	05/21/26		BUS #2 45 DAY INSPECT	283	(1617468)	05/26/26	Paid	Printed	225.00	225.00	
	2026	01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655043					Check Date	05/28/26	PO#	Register #	000416	
2025/26	05/21/26		BUS #3 45 DAY INSPECT	284	(1617468)	05/26/26	Paid	Printed	225.00	225.00	
	2026	01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655043					Check Date	05/28/26	PO#	Register #	000416	
Total Invoice Amount									675.00		

Direct Vendor		DOMINOS MAIN OFFICE (000131/2) 240 W VICTORIA ST GARDENA, CA 90248									
2025/26	05/21/26	PIZZA LUNCH 4/3			10536	(1617468)	05/26/26	Paid	Printed	351.00	351.00
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00655044						Check Date	05/28/26	PO#	Register # 000416	
2025/26	05/21/26	PIZZA LUNCH 4/17			10706	(1617468)	05/26/26	Paid	Printed	351.00	351.00
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00655044						Check Date	05/28/26	PO#	Register # 000416	
2025/26	05/21/26	PIZZA LUNCH 4/24			10796	(1617468)	05/26/26	Paid	Printed	351.00	351.00
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00655044						Check Date	05/28/26	PO#	Register # 000416	
Total Invoice Amount											1,053.00

Direct Vendor		FRUIT GUYS LLC (000136/2) 901 SNEATH LANE #210 SAN BRUNO, CA 94066								
2025/26	05/20/26		CAFETERIA FRUIT	IN6616164 (1617468)	05/26/26	Paid	Printed	1,775.00		1,775.00
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655045					Check Date	05/28/26	PO#	Register # 000416	

Selection See last page for selection criteria

Approval Batch 017251 (continued)

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
							Total Invoice Amount	1,775.00		
Direct Vendor		GOLD STAR FOODS (009670/2) PO BOX 201475 DALLAS, TX 75320-1475								
2025/26	05/13/26		CAFETERIA FOOD	10265468 (1617468)	05/26/26	Paid	Printed	2,567.32		2,567.32
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655046					Check Date	05/28/26	PO#	Register # 000416	
							Total Invoice Amount	2,567.32		
Direct Vendor		MICHAEL'S TRANSPORT SRVS INC (000147/1) 140 YOLANO DR VALLEJO, CA 94589								
2025/26	05/15/26		SUB BUS DRIVER TRAINING	131119 (1617468)	05/26/26	Paid	Printed	130.00		130.00
		2026 01- 0000- 0- 5800- 00- 0000- 3600- 000- 000- 0000- 00								
Check #	00655047					Check Date	05/28/26	PO#	Register # 000416	
							Total Invoice Amount	130.00		
Direct Vendor		PACE ANALYTICAL SERVICES LLC (000044/2) PO BOX 684056 CHICAGO, IL 60695-4056								
2025/26	05/22/26		WATER TESTING 5/21	262803580 (1617468)	05/26/26	Paid	Printed	155.80		155.80
		2026 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655048					Check Date	05/28/26	PO#	Register # 000416	
							Total Invoice Amount	155.80		
Direct Vendor		PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938								
2025/26	05/18/26		CAFETERIA FOOD	7247773 (1617468)	05/26/26	Paid	Printed	719.25		719.25
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655049					Check Date	05/28/26	PO#	Register # 000416	
2025/26	05/18/26		CAFETERIA MILK	7247773-1 (1617468)	05/26/26	Paid	Printed	479.10		479.10
		2026 13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655049					Check Date	05/28/26	PO#	Register # 000416	

Selection See last page for selection criteria

Approval Batch 017251 (continued)

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		PROPACIFIC FRESH (014752/1)			(continued)			(continued)		
2025/26	05/18/26		CAFETERIA SUPPLIES	7247773-2 (1617468)	05/26/26	Paid	Printed	85.48		85.48
	2026	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655049					Check Date	05/28/26	PO#	Register # 000416	
Total Invoice Amount								1,283.83		
Direct Vendor		SOUTH SUTTER CHARTER SCHOOL (000215/1) P.O. BOX 1012 PLACERVILLE, CA 95667								
2025/26	05/26/26		25-26 PROPERTY TAX IN LIEU JUNE 26	DP26-00133 (1617468)	05/26/26	Paid	Printed	48,533.00		48,533.00
	2026	01- 0000- 0- 8096- 00- 0000- 0000- 000- 000- 0000- 00								
Check #	00655050					Check Date	05/28/26	PO#	Register # 000416	
Total Invoice Amount								48,533.00		
Direct Vendor		SYSCO FOOD SVCS OF SACRAMENTO (000043/2) PO BOX 138007 SACRAMENTO, CA 95813-8007								
2025/26	05/15/26		CAFETERIA FOOD	631447412 (1617468)	05/26/26	Paid	Printed	512.81		512.81
	2026	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655051					Check Date	05/28/26	PO#	Register # 000416	
Total Invoice Amount								512.81		
Direct Vendor		TCSIG (004372/3) PO BOX 526 YUBA CITY, CA 95992								
2025/26	05/22/26		HEALTH JUNE 26	DP26-00132 (1617468)	05/26/26	Paid	Printed	28,408.00		28,408.00
	2026	01- 0000- 0- 9514- - - - - - - - - -								
Check #	00655052					Check Date	05/28/26	PO#	Register # 000416	
Total Invoice Amount								28,408.00		
Direct Employee		VILLARREAL, PAULA S (170315)								
2025/26	05/19/26		GATE LOCKS	EP26-00087 (1617468)	05/26/26	Paid	Printed	54.70		54.70

Selection See last page for selection criteria

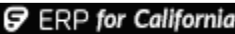
Approval Batch 017251 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Employee		VILLARREAL, PAULA S (170315)		(continued)						
2025/26	05/19/26		GATE LOCKS	EP26-00087	05/26/26	Paid	Printed	(continued)		
				(1617468) (continued)						
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655053					Check Date 05/28/26	PO#		Register # 000416	
Total Invoice Amount								54.70		

Approval Batch 017308							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		AT&T (003812/3) PO BOX 5075 CAROL STREAM, IL 60197-5075								
2025/26	05/19/26		LONG DISTANCE MAY 26	DP26-00134 (1620430)	06/02/26	Paid	Printed	50.56		50.56
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00655451					Check Date	06/04/26	PO#	Register # 000417	
Total Invoice Amount								50.56		
Direct Vendor		AT&T CALNET (003812/2) P.O. BOX 9011 CAROL STREAM, IL 60197-9011								
2025/26	05/24/26		BAN#702 4/24-5/23	000025291158 (1620430)	06/02/26	Paid	Printed	32.96		32.96
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00655452					Check Date	06/04/26	PO#	Register # 000417	
2025/26	05/24/26		BAN#040 4/24-5/23	000025292715 (1620430)	06/02/26	Paid	Printed	63.32		63.32
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00655452					Check Date	06/04/26	PO#	Register # 000417	
Total Invoice Amount								96.28		
Direct Vendor		BIDWELL H2O (000127/1) PO BOX 4224 CHICO, CA 95927								
2025/26	06/02/26		OFFICE/STAFF WATER/COOLER 6/1	M19141 (1620430)	06/02/26	Paid	Printed	109.45		109.45
		2026 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00655453					Check Date	06/04/26	PO#	Register # 000417	
2025/26	06/02/26		CAFE WATER/COOLER 6/1	M19141-1 (1620430)	06/02/26	Paid	Printed	39.80		39.80
		2026 13- 5310- 0- 5800- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655453					Check Date	06/04/26	PO#	Register # 000417	
2025/26	06/02/26		PREK COOLER 6/1	M19141-2 (1620430)	06/02/26	Paid	Printed	9.95		9.95
		2026 12- 6105- 0- 5800- 00- 0001- 1000- 000- 000- 0000- 00								
Check #	00655453					Check Date	06/04/26	PO#	Register # 000417	
Total Invoice Amount								159.20		

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Approval Batch 017308 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		DENNIS GUYNES (000116/1) 1658 OAKLEY LANE WHEATLAND, CA 95692								
2025/26	05/13/26		BUS#1 OIL, BUS#2 SEAT/SWITCH/HORN, BUS#3 HORN/LIGHT	276 (1620430)	06/02/26	Paid	Printed	1,659.80		1,659.80
		2026 01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00								
Check #	00655454					Check Date	06/04/26	PO#	Register # 000417	
Total Invoice Amount								1,659.80		
Direct Vendor		GOLDEN BEAR ALARM SERVICE INC (000061/2) PO BOX 2203 MARYSVILLE, CA 95901								
2025/26	06/01/26		ALARM SERVICE JUN 26	113412 (1620430)	06/02/26	Paid	Printed	180.00		180.00
		2026 01- 0000- 0- 5800- 00- 0000- 8300- 000- 000- 0000- 00								
Check #	00655455					Check Date	06/04/26	PO#	Register # 000417	
Total Invoice Amount								180.00		
Direct Vendor		J&J HEATING & AIR (002504/2) PO BOX 671 LIVE OAK, CA 95953								
2025/26	05/27/26		5TH GRADE HVAC CAPACITOR REPAIR	2562 (1620430)	06/02/26	Paid	Printed	285.55		285.55
		2026 01- 0000- 0- 5600- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655456					Check Date	06/04/26	PO#	Register # 000417	
Total Invoice Amount								285.55		
Direct Employee		LUCAS, STACI (170545)								
2025/26	05/26/26		SL HOUSE MANIA CONF TRANSPORTATION	EP26-00088 (1620430)	06/02/26	Paid	Printed	193.06		193.06
		2026 01- 6266- 0- 5200- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00655457					Check Date	06/04/26	PO#	Register # 000417	
Total Invoice Amount								193.06		

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Approval Batch 017308 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		MICHAEL'S TRANSPORT SRVS INC (000147/1) 140 YOLANO DR VALLEJO, CA 94589								
2025/26	05/22/26		SUB DRIVER (3 DAYS)	131173 (1620430)	06/02/26	Paid	Printed	1,635.00		1,635.00
		2026 01- 0000- 0- 5800- 00- 0000- 3600- 000- 000- 0000- 00								
Check #	00655458					Check Date 06/04/26		PO#	Register # 000417	
Total Invoice Amount								1,635.00		
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448								
2025/26	05/27/26		COPIER LEASE 5/20-6/20	582987939 (1620430)	06/02/26	Paid	Printed	981.78		981.78
		2026 01- 0000- 0- 5600- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00655459					Check Date 06/04/26		PO#	Register # 000417	
2025/26	05/27/26		COPIER OVERAGES 5/20/25-5/20/26	582987939-1 (1620430)	06/02/26	Paid	Printed	459.67		459.67
		2026 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00655459					Check Date 06/04/26		PO#	Register # 000417	
2025/26	05/27/26		LATE FEES 3/27 INVOICE	582987939-2 (1620430)	06/02/26	Paid	Printed	91.04		91.04
		2026 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00655459					Check Date 06/04/26		PO#	Register # 000417	
Total Invoice Amount								1,532.49		
Direct Vendor		PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938								
2025/26	05/26/26		CAFETERIA FOOD	7249267 (1620430)	06/02/26	Paid	Printed	804.29		804.29
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655460					Check Date 06/04/26		PO#	Register # 000417	
2025/26	05/26/26		CAFETERIA MILK	7249267-1 (1620430)	06/02/26	Paid	Printed	399.25		399.25
		2026 13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655460					Check Date 06/04/26		PO#	Register # 000417	
2025/26	05/26/26		CAFETERIA SUPPLIES	7249267-2 (1620430)	06/02/26	Paid	Printed	42.74		42.74
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Approval Batch 017308 (continued)								Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor	PROPACIFIC FRESH (014752/1)			(continued)			(continued)				
2025/26	05/26/26		CAFETERIA	7249267-2	06/02/26	Paid	Printed	(continued)			
			SUPPLIES	(1620430) (continued)							
	2026	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00									
Check #	00655460					Check Date	06/04/26	PO#		Register # 000417	
Total Invoice Amount								1,246.28			
Direct Vendor	RAQUEL ALVAREZ DE FARIAS (000146/1) 8778 SHERRY DR ORANGEVILLE, CA 95662										
2025/26	05/09/26		MI & MD BUS	11 (1620430)	06/02/26	Paid	Printed	4,272.00		4,272.00	
			DRIVER TRAINING								
	2026	01- 0000- 0- 5800- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655461					Check Date	06/04/26	PO#		Register # 000417	
Total Invoice Amount								4,272.00			
Direct Vendor	SAM'S CLUB (009139/2) PO BOX 669810 DALLAS, TX 75266-0956										
2025/26	05/20/26		VAN FUEL 4/28	001420 (1620430)	06/02/26	Paid	Printed	81.92		81.92	
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655462					Check Date	06/04/26	PO#		Register # 000417	
2025/26	05/20/26		VAN FUEL 4/22	001590 (1620430)	06/02/26	Paid	Printed	73.42		73.42	
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655462					Check Date	06/04/26	PO#		Register # 000417	
2025/26	05/20/26		OPERATIONS	002475 (1620430)	06/02/26	Paid	Printed	44.89		44.89	
			SUPPLIES								
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00655462					Check Date	06/04/26	PO#		Register # 000417	
2025/26	05/20/26		VAN FUEL 5/4	003226 (1620430)	06/02/26	Paid	Printed	85.97		85.97	
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655462					Check Date	06/04/26	PO#		Register # 000417	
2025/26	05/20/26		VAN FUEL 5/8	003884 (1620430)	06/02/26	Paid	Printed	86.61		86.61	
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655462					Check Date	06/04/26	PO#		Register # 000417	
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Approval Batch 017308 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		SAM'S CLUB (009139/2)		(continued)		(continued)				
2025/26	05/20/26		VAN FUEL 5/11	004670 (1620430)	06/02/26	Paid	Printed	84.12		84.12
Check #	2026 01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
2025/26	05/20/26		OPERATIONS SUPPLIES	202604-3 (1620430)	06/02/26	Paid	Printed	40.71		40.71
Check #	2026 01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
2025/26	05/20/26		DEN COOKING SUPPLIES	202604-4 (1620430)	06/02/26	Paid	Printed	38.15		38.15
Check #	2026 01- 6010- 0- 4300- 00- 1110- 1000- 000- 000- 2600- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
2025/26	05/20/26		DEN SUPPLIES	202605 (1620430)	06/02/26	Paid	Printed	85.63		85.63
Check #	2026 01- 6010- 0- 4300- 00- 1110- 1000- 000- 000- 2600- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
2025/26	05/20/26		OPERATIONS SUPPLIES	DP26-00135 (1620430)	06/02/26	Paid	Printed	204.31		204.31
Check #	2026 01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
2025/26	05/20/26		OPERATIONS SUPPLIES	DP26-00136 (1620430)	06/02/26	Paid	Printed	350.86		350.86
Check #	2026 01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
2025/26	05/20/26		PREK SNACKS	DP26-00137 (1620430)	06/02/26	Paid	Printed	85.94		85.94
Check #	2026 12- 6105- 0- 4700- 00- 0001- 3700- 000- 000- 0000- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
2025/26	05/20/26		PREK SUPPLIES	DP26-00138 (1620430)	06/02/26	Paid	Printed	13.77		13.77
Check #	2026 12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00	00655462				Check Date	06/04/26	PO#	Register #	000417
Total Invoice Amount								1,276.30		

Direct Vendor SIERRA WATER UTILITY (000005/1)
1380 EAST AVE, STE 124 #313
CHICO, CA 95926

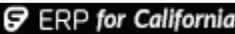
Selection See last page for selection criteria

Approval Batch 017308 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	SIERRA WATER UTILITY (000005/1)			(continued)						
2025/26	06/01/26		OPERATOR	6405-2525	06/02/26	Paid	Printed	200.10		200.10
			SERVICE MAY 26	(1620430)						
	2026	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655463					Check Date	06/04/26	PO#	Register #	000417
2025/26	06/01/26		CHLORINE (4 GAL)	6405-2525-1	06/02/26	Paid	Printed	44.02		44.02
				(1620430)						
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655463					Check Date	06/04/26	PO#	Register #	000417
Total Invoice Amount								244.12		
Direct Vendor	TCSIG (004372/3) PO BOX 526 YUBA CITY, CA 95992									
2025/26	05/26/26		ML TB	INV1633	06/02/26	Paid	Printed	10.00		10.00
				(1620430)						
	2026	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00655464					Check Date	06/04/26	PO#	Register #	000417
Total Invoice Amount								10.00		

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Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		ANNETTE ALBERTI (005296/1)								
2025/26	06/02/26		25-26 & 26-27 LCAP	2026-02 (1641225)	06/09/26	Paid	Printed	2,937.50		2,937.50
Check #		2026 01- 0000- 0- 5800- 00- 0000- 7100- 000- 000- 0000- 00 00655936				Check Date 06/11/26		PO#	Register # 000418	
2025/26	06/02/26		BOARD POLICY UPDATES	2026-02-1 (1641225)	06/09/26	Paid	Printed	500.00		500.00
Check #		2026 01- 0000- 0- 5800- 00- 0000- 7100- 000- 000- 0000- 00 00655936				Check Date 06/11/26		PO#	Register # 000418	
Total Invoice Amount								3,437.50		
Direct Vendor		APPEAL-DEMOCRAT (000268/1) 1530 ELLIS LAKE DR MARYSVILLE, CA 95901								
2025/26	05/20/26		LEGAL AD-NOTICE OF HEARING	00314769 (1641225)	06/09/26	Paid	Printed	151.00		151.00
Check #		2026 01- 0000- 0- 5800- 00- 0000- 7100- 000- 000- 0000- 00 00655937				Check Date 06/11/26		PO#	Register # 000418	
Total Invoice Amount								151.00		
Direct Employee		BRAZIL, COURTNEY (170533)								
2025/26	06/09/26		GRAD MEDALS	EP26-00093 (1641225)	06/09/26	Paid	Printed	15.07		15.07
Check #		2026 01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00 00655938				Check Date 06/11/26		PO#	Register # 000418	
Total Invoice Amount								15.07		
Direct Vendor		CLARK PEST CONTROL OF STOCKTON (001045/2) PO BOX 6015 WHITTIER, CA 90607-6015								
2025/26	06/04/26		25-26 QRTLTY LOT WEED SPRAY Q4 3/3	39898888 (1641225)	06/09/26	Paid	Printed	252.00		252.00
Check #		2026 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00 00655939				Check Date 06/11/26		PO#	Register # 000418	
2025/26	06/04/26		MONTHLY PEST SERVICE JUNE 26	39898888-1 (1641225)	06/09/26	Paid	Printed	225.00		225.00
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Approval Batch 017362 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		CLARK PEST CONTROL OF STOCKTON (001045/2) (continued)							(continued)	
2025/26	06/04/26		MONTHLY PEST SERVICE JUNE 26	39898888-1 (1641225) (continued)	06/09/26	Paid	Printed	(continued)		
		2026	01- 0000- 0- 5507- 00- 0000- 8200- 000- 000- 0000- 00			Check # 00655939		Check Date 06/11/26	PO#	Register # 000418
Total Invoice Amount								477.00		
Direct Vendor		DEPARTMENT OF JUSTICE ACCOUNT OFFICE CASHIERING UNIT (001366/1) P.O. BOX 944255 SACRAMENTO, CA 94244-2550								
2025/26	06/03/26		LIVE SCAN MAY 26	049435 (1641225)	06/09/26	Paid	Printed	32.00		32.00
		2026	01- 0000- 0- 5804- 00- 0000- 7200- 000- 000- 0000- 00			Check # 00655940		Check Date 06/11/26	PO#	Register # 000418
Total Invoice Amount								32.00		
Direct Vendor		EXCEL PHOTOGRAPHERS (000148/1) 4219 S MARKET CT STE N SACRAMENTO, CA 95834								
2025/26	05/21/26		25-26 PK/8TH GRAD PHOTOS	1189 (1641225)	06/09/26	Paid	Printed	187.69		187.69
		2026	01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00			Check # 00655941		Check Date 06/11/26	PO#	Register # 000418
Total Invoice Amount								187.69		
Direct Employee		IRBY, MARGARET K (170371)								
2025/26	06/08/26		MISS A DAY- JUN- LCAP	EP26-00089 (1641225)	06/09/26	Paid	Printed	73.40		73.40
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00			Check # 00655942		Check Date 06/11/26	PO#	Register # 000418
2025/26	06/08/26		BOARD DINNER JUN (1) ACCT BAL \$2,061.49	EP26-00090 (1641225)	06/09/26	Paid	Printed	97.30		97.30
		2026	01- 0000- 0- 4300- 00- 0000- 7100- 000- 000- 0000- 00			Check # 00655942		Check Date 06/11/26	PO#	Register # 000418
2025/26	06/08/26		CCAP CHARTER AUTH CONF 70%	EP26-00091 (1641225)	06/09/26	Paid	Printed	342.15		342.15
Selection		See last page for selection criteria								
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Approval Batch 017362 (continued)								Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Employee		IRBY, MARGARET K (170371)			(continued)		(continued)				
2025/26	06/08/26		CCAP CHARTER AUTH CONF 70%	EP26-00091 (1641225) (continued)	06/09/26	Paid	Printed	(continued)			
Check #	2026 01- 0000- 0- 5200- 00- 0000- 2700- 000- 000- 0000- 00	00655942				Check Date	06/11/26	PO#		Register # 000418	
2025/26	06/08/26		CCAP CHARTER AUTH CONF FLIGHTS 30%	EP26-00092 (1641225)	06/09/26	Paid	Printed	146.64		146.64	
Check #	2026 01- 0000- 0- 5200- 00- 0000- 7100- 000- 000- 0000- 00	00655942				Check Date	06/11/26	PO#		Register # 000418	
Total Invoice Amount								659.49			
Direct Vendor		J&J HEATING & AIR (002504/2) PO BOX 671 LIVE OAK, CA 95953									
2025/26	06/03/26		GYM UNIT CONDESATE LINE	2586 (1641225)	06/09/26	Paid	Printed	175.00		175.00	
Check #	2026 01- 0000- 0- 5600- 00- 0000- 8100- 000- 000- 0000- 00	00655943				Check Date	06/11/26	PO#		Register # 000418	
2025/26	06/08/26		GYM CONDENSATE REPAIRS	2593 (1641225)	06/09/26	Paid	Printed	595.00		595.00	
Check #	2026 01- 0000- 0- 5600- 00- 0000- 8100- 000- 000- 0000- 00	00655943				Check Date	06/11/26	PO#		Register # 000418	
Total Invoice Amount								770.00			
Direct Vendor		PROPACIFIC FRESH (014752/1) P.O. BOX 1069 DURHAM, CA 95938									
2025/26	06/01/26		CAFETERIA FOOD	7250478 (1641225)	06/09/26	Paid	Printed	596.39		596.39	
Check #	2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00	00655944				Check Date	06/11/26	PO#		Register # 000418	
2025/26	06/01/26		CAFETERIA MILK	7250478-1 (1641225)	06/09/26	Paid	Printed	319.40		319.40	
Check #	2026 13- 5310- 0- 4712- 00- 0000- 3700- 000- 000- 0000- 00	00655944				Check Date	06/11/26	PO#		Register # 000418	
Total Invoice Amount								915.79			
Selection		See last page for selection criteria									
										ERP for California	
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Approval Batch 017362 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		RECOLOGY YUBA-SUTTER (005096/1) PO DRAWER G MARYSVILLE, CA 95901								
2025/26	05/31/26		MIXED GENERAL JUN 26	8551004516672 (1641225)	06/09/26	Paid	Printed	414.38		414.38
		2026 01- 0000- 0- 5506- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00655945					Check Date	06/11/26	PO#	Register # 000418	
2025/26	05/31/26		MIXED RECYCLING JUN 26	8551004516672-1 (1641225)	06/09/26	Paid	Printed	185.19		185.19
		2026 01- 0000- 0- 5506- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00655945					Check Date	06/11/26	PO#	Register # 000418	
2025/26	05/31/26		ONE OFF SURCHARGES JUN 26	8551004516672-2 (1641225)	06/09/26	Paid	Printed	16.69-		16.69-
		2026 01- 0000- 0- 5506- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00655945					Check Date	06/11/26	PO#	Register # 000418	
Total Invoice Amount								582.88		
Direct Vendor		STAPLES (000322/2) PO BOX 660409 DALLAS, TX 75266-0409								
2025/26	05/30/26		COPY PAPER (12)	6065014539 (1641225)	06/09/26	Paid	Printed	566.15		566.15
		2026 01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00655946					Check Date	06/11/26	PO#	Register # 000418	
Total Invoice Amount								566.15		
Direct Vendor		SUTTER BUTTES FIRE EXT CO INC (000113/1) 705 SUTTER ST YUBA CITY, CA 95991								
2025/26	06/04/26		ANNUAL FIRE EXT SERVICE 25-26	25371 (1641225)	06/09/26	Paid	Printed	457.68		457.68
		2026 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655947					Check Date	06/11/26	PO#	Register # 000418	
Total Invoice Amount								457.68		
Direct Vendor		SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) 970 KLAMATH LANE YUBA CITY, CA 95993								
Selection	See last page for selection criteria								ERP for California	
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Approval Batch 017362 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) (continued)								
2025/26	06/01/26		25-26 TCIP SR YR1 FINAL	AR26-00753 (1641225)	06/09/26	Paid	Printed	1,105.00		1,105.00
		2026 01- 6266- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00655948				Check Date		06/11/26	PO#	Register # 000418	
Total Invoice Amount								1,105.00		
Direct Vendor		SYSCO FOOD SVCS OF SACRAMENTO (000043/2) PO BOX 138007 SACRAMENTO, CA 95813-8007								
2025/26	06/02/26		CAFETERIA FOOD	631482633 (1641225)	06/09/26	Paid	Printed	260.19		260.19
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655949				Check Date		06/11/26	PO#	Register # 000418	
2025/26	06/02/26		CAFETERIA SUPPLIES	631482633-1 (1641225)	06/09/26	Paid	Printed	114.04		114.04
		2026 13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00655949				Check Date		06/11/26	PO#	Register # 000418	
Total Invoice Amount								374.23		
Direct Vendor		THE HOME DEPOT CREDIT SERVICES (004490/3) DEPT 32-2001278484 PO BOX 60726 CITY INDUSTRY, CA 91716-0726								
2025/26	04/27/26		CREDIT-FINANCE CHARGE	DP26-00139 (1641225)	06/09/26	Paid	Printed	1.08-		1.08-
		2026 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655950				Check Date		06/11/26	PO#	Register # 000418	
2025/26	05/14/26		OPERATIONS SUPPLIES	2544068 (1641225)	06/09/26	Paid	Printed	99.35		99.35
		2026 01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00655950				Check Date		06/11/26	PO#	Register # 000418	
Total Invoice Amount								98.27		
Direct Vendor		THORNTON'S GAS (004577/1) 2041 WATT AVENUE EAST NICOLAUS, CA 95622								
2025/26	05/31/26		BUS PROPANE 5/5	6293 (1641225)	06/09/26	Paid	Printed	81.84		81.84
		2026 01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00								
Selection	See last page for selection criteria									
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Approval Batch 017362 (continued)							Bank Account COUNTY - COUNTY				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)		Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	THORNTON'S GAS (004577/1) (continued)										
2025/26	05/31/26		BUS PROPANE 5/5	6293	(1641225)	06/09/26	Paid	Printed	(continued)		
			(continued)								
Check #	00655951						Check Date	06/11/26	PO#	Register #	000418
2025/26	05/31/26		BUS PROPANE 5/8	6310	(1641225)	06/09/26	Paid	Printed	110.29		110.29
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655951						Check Date	06/11/26	PO#	Register #	000418
2025/26	05/31/26		BUS PROPANE 5/11	6319	(1641225)	06/09/26	Paid	Printed	26.02		26.02
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655951						Check Date	06/11/26	PO#	Register #	000418
2025/26	05/31/26		BUS PROPANE 5/14	6329	(1641225)	06/09/26	Paid	Printed	138.20		138.20
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655951						Check Date	06/11/26	PO#	Register #	000418
2025/26	05/31/26		BUS PROPANE 5/21	6348	(1641225)	06/09/26	Paid	Printed	53.67		53.67
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655951						Check Date	06/11/26	PO#	Register #	000418
2025/26	05/31/26		BUS PROPANE 5/27	6381	(1641225)	06/09/26	Paid	Printed	138.47		138.47
	2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00655951						Check Date	06/11/26	PO#	Register #	000418
							Total Invoice Amount	548.49			

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		CENIOM (013011/1) P.O. BOX 340942 SACRAMENTO, CA 95834-0942								
2025/26	06/14/26		MONTHLY TECH JUNE 26	17250 (1654494)	06/16/26	Paid	Printed	1,200.00		1,200.00
		2026 01- 0000- 0- 5800- 00- 0000- 2420- 000- 000- 0000- 00								
Check #	00656250					Check Date 06/18/26		PO#	Register # 000419	
Total Invoice Amount								1,200.00		
Direct Employee		DADDOW, SUSAN (170634)								
2025/26	06/08/26		H/H/MILEAGE MAY/JUNE 26	EP26-00094 (1654494)	06/16/26	Paid	Printed	300.88		300.88
		2026 01- 0000- 0- 5220- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00656251					Check Date 06/18/26		PO#	Register # 000419	
Total Invoice Amount								300.88		
Direct Vendor		DOMINOS MAIN OFFICE (000131/2) 240 W VICTORIA ST GARDENA, CA 90248								
2025/26	06/09/26		PIZZA LUNCH 6/5	10709 (1654494)	06/16/26	Paid	Printed	654.70		654.70
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00656252					Check Date 06/18/26		PO#	Register # 000419	
2025/26	06/09/26		PIZZA LUNCH 5/1	10723 (1654494)	06/16/26	Paid	Printed	320.00		320.00
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00656252					Check Date 06/18/26		PO#	Register # 000419	
2025/26	06/09/26		PIZZA LUNCH 5/22	10732 (1654494)	06/16/26	Paid	Printed	351.00		351.00
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00656252					Check Date 06/18/26		PO#	Register # 000419	
2025/26	06/09/26		PIZZA LUNCH 5/29	10733 (1654494)	06/16/26	Paid	Printed	335.50		335.50
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00656252					Check Date 06/18/26		PO#	Register # 000419	
2025/26	06/09/26		PIZZA LUNCH 5/8	10767 (1654494)	06/16/26	Paid	Printed	366.50		366.50
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Check #	00656252					Check Date 06/18/26		PO#	Register # 000419	
2025/26	06/09/26		PIZZA LUNCH 5/15	10768 (1654494)	06/16/26	Paid	Printed	304.50		304.50
		2026 13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00								
Selection		See last page for selection criteria							ERP for California	
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Approval Batch 017411 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		DOMINOS MAIN OFFICE (000131/2)			(continued)		(continued)			
Check #	00656252					Check Date	06/18/26	PO#	Register # 000419	
Total Invoice Amount								2,332.20		
AP Vendor		FROG STREET PRESS LLC (000142/1) 423 BANK ST SUITE 100 SOUTHLAKE, TX 76092								
2025/26	06/10/26	R26-00012	PREK VIRTUAL IMPLEMENTATION	0278903-IN (1654494)	06/16/26	Paid	Printed	2,000.00		2,000.00
	2026	01- 9618- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00				1,345.66				
	2026	01- 9618- 0- 5800- 00- 0001- 1000- 000- 000- 0000- 00				654.34				
Check #	00656253					Check Date	06/18/26	PO# P26-00012	Register # 000419	
Total Invoice Amount								2,000.00		
Direct Employee		IRBY, MARGARET K (170371)								
2025/26	06/10/26		BOARD DINNER JUNE (2) ACCT BAL \$1,975.05	EP26-00097 (1654494)	06/16/26	Paid	Printed	86.44		86.44
	2026	01- 0000- 0- 4300- 00- 0000- 7100- 000- 000- 0000- 00								
Check #	00656254					Check Date	06/18/26	PO#	Register # 000419	
2025/26	06/10/26		CARBON MONOXIDE/GAS DETECTORS (11)	EP26-00098 (1654494)	06/16/26	Paid	Printed	731.09		731.09
	2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00656254					Check Date	06/18/26	PO#	Register # 000419	
2025/26	06/11/26		JAN-JUNE MILEAGE 70%	EP26-00095 (1654494)	06/16/26	Paid	Printed	622.20		622.20
	2026	01- 0000- 0- 5220- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00656254					Check Date	06/18/26	PO#	Register # 000419	
2025/26	06/11/26		JAN-JUNE MILEAGE 30%	EP26-00096 (1654494)	06/16/26	Paid	Printed	266.65		266.65
	2026	01- 0000- 0- 5220- 00- 0000- 7100- 000- 000- 0000- 00								
Check #	00656254					Check Date	06/18/26	PO#	Register # 000419	
Total Invoice Amount								1,706.38		

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Approval Batch 017411 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		IVS COMPUTER TECHNOLOGY (012331/1) 1415 MCDONALD WAY BAKERSFIELD, CA 93309								
2025/26	06/11/26	R26-00013	7TH & 8TH SMART TVS	26-0079 (1654494)	06/16/26	Paid	Printed	15,126.83		15,126.83
		2026 01- 5807- 0- 6400- 00- 1110- 1000- 000- 0000- 00								
Check #	00656255					Check Date	06/18/26	PO#	P26-00013	Register # 000419
Total Invoice Amount								15,126.83		
Direct Vendor		PACIFIC GAS & ELECTRIC (003433/1) PO BOX 997300 SACRAMENTO, CA 95899-7300								
2025/26	06/05/26		ELECTRICITY 5/6-6/4	DP26-00140 (1654494)	06/16/26	Paid	Printed	2,054.54		2,054.54
		2026 01- 0000- 0- 5502- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00656256					Check Date	06/18/26	PO#		Register # 000419
Total Invoice Amount								2,054.54		
Direct Vendor		VERIZON WIRELESS (009718/1) P.O. BOX 660108 DALLAS, TX 75266-0108								
2025/26	06/02/26		CELL SERVICE 5/3-6/2	6145133812 (1654494)	06/16/26	Paid	Printed	345.22		345.22
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00656257					Check Date	06/18/26	PO#		Register # 000419
Total Invoice Amount								345.22		

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Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		AT&T (003812/3) PO BOX 5075 CAROL STREAM, IL 60197-5075								
@	2025/26	06/19/26	LONG DISTANCE JUNE 26	DP26-00141 (1664532)	06/30/26	Paid	Printed	51.39		51.39
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #		00657352				Check Date 07/02/26		PO#		Register # 000420
Total Invoice Amount								51.39		
Direct Vendor		AT&T CALNET (003812/2) P.O. BOX 9011 CAROL STREAM, IL 60197-9011								
@	2025/26	06/24/26	BAN#702 5/24-6/23	9391008702 (1664532)	06/30/26	Paid	Printed	32.66		32.66
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #		00657353				Check Date 07/02/26		PO#		Register # 000420
@	2025/26	06/24/26	BAN#040 5/24-6/23	9391066040 (1664532)	06/30/26	Paid	Printed	62.72		62.72
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #		00657353				Check Date 07/02/26		PO#		Register # 000420
Total Invoice Amount								95.38		
Direct Employee		BRAZIL, COURTNEY (170533)								
@	2025/26	06/12/26	HOUSE MANIA CONF MILEAGE JAN 26	EP26-00099 (1664532)	06/30/26	Paid	Printed	29.00		29.00
		2026 01- 6266- 0- 5220- 00- 0000- 2140- 000- 000- 0000- 00								
Check #		00657354				Check Date 07/02/26		PO#		Register # 000420
@	2025/26	06/12/26	MATH CONF MILEAGE APR 26	EP26-00100 (1664532)	06/30/26	Paid	Printed	29.00		29.00
		2026 01- 0000- 0- 5220- 00- 0000- 2700- 000- 000- 0000- 00								
Check #		00657354				Check Date 07/02/26		PO#		Register # 000420
@	2025/26	06/12/26	MILEAGE FEB 26	EP26-00101 (1664532)	06/30/26	Paid	Printed	30.45		30.45
		2026 01- 0000- 0- 5220- 00- 0000- 2700- 000- 000- 0000- 00								
Check #		00657354				Check Date 07/02/26		PO#		Register # 000420

Selection See last page for selection criteria

Approval Batch 017545 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
							Total Invoice Amount	88.45		
Direct Vendor		CENIOM (013011/1) P.O. BOX 340942 SACRAMENTO, CA 95834-0942								
@	2025/26	06/18/26	CHROMEBOOKS (25)	17252 (1664532)	06/30/26	Paid	Printed	8,221.67		8,221.67
		2026 01- 5807- 0- 4400- 00- 1110- 1000- 000- 0000- 00								
Check #	00657355					Check Date	07/02/26	PO#	Register # 000420	
							Total Invoice Amount	8,221.67		
Direct Employee		IRBY, MARGARET K (170371)								
@	2025/26	06/22/26	CHARTER CONF HOTEL 70%	EP26-00103 (1664532)	06/30/26	Paid	Printed	1,002.38		1,002.38
		2026 01- 0000- 0- 5200- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657356					Check Date	07/02/26	PO#	Register # 000420	
@	2025/26	06/22/26	CHARTER CONF HOTEL 30%	EP26-00104 (1664532)	06/30/26	Paid	Printed	429.59		429.59
		2026 01- 0000- 0- 5200- 00- 0000- 7100- 000- 000- 0000- 00								
Check #	00657356					Check Date	07/02/26	PO#	Register # 000420	
@	2025/26	06/25/26	STAFF SNACKS ACCT BAL \$1,648.61	EP26-00102 (1664532)	06/30/26	Paid	Printed	326.44		326.44
		2026 01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657356					Check Date	07/02/26	PO#	Register # 000420	
@	2025/26	06/29/26	CHARTER CONF RENTAL CAR 70%	EP26-00105 (1664532)	06/30/26	Paid	Printed	358.11		358.11
		2026 01- 0000- 0- 5200- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657356					Check Date	07/02/26	PO#	Register # 000420	
@	2025/26	06/29/26	CHARTER CONF RENTAL CAR 30%	EP26-00106 (1664532)	06/30/26	Paid	Printed	153.48		153.48
		2026 01- 0000- 0- 5200- 00- 0000- 7100- 000- 000- 0000- 00								
Check #	00657356					Check Date	07/02/26	PO#	Register # 000420	
							Total Invoice Amount	2,270.00		
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448								
Selection See last page for selection criteria										
										ERP for California
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Approval Batch 017545 (continued)								Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) (continued)									
@	2025/26	06/16/26	COPIER LEASE 6/9-7/9	584625438 (1664532)	06/30/26	Paid	Printed	886.59		886.59	
		2026 01- 0000- 0- 5600- 00- 1110- 1000- 000- 000- 0000- 00									
Check #		00657357				Check Date 07/02/26		PO#	Register # 000420		
Total Invoice Amount								886.59			
Direct Vendor		PACE ANALYTICAL SERVICES LLC (000044/2) PO BOX 684056 CHICAGO, IL 60695-4056									
@	2025/26	06/19/26	WATER TESTING 6/18	262804277 (1664532)	06/30/26	Paid	Printed	155.80		155.80	
		2026 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00									
Check #		00657358				Check Date 07/02/26		PO#	Register # 000420		
Total Invoice Amount								155.80			
Direct Vendor		PERFORMANCE SYSTEMS INTEG (000078/3) PO BOX 8528 PASADENA, CA 91109-8601									
@	2025/26	06/18/26	FIRE MONITOR MODULE	4164421 (1664532)	06/30/26	Paid	Printed	829.00		829.00	
		2026 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00									
Check #		00657359				Check Date 07/02/26		PO#	Register # 000420		
Total Invoice Amount								829.00			
Direct Vendor		SAM'S CLUB (009139/2) PO BOX 669810 DALLAS, TX 75266-0956									
@	2025/26	06/20/26	VAN FUEL 5/20	003544 (1664532)	06/30/26	Paid	Printed	86.25		86.25	
		2026 01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #		00657360				Check Date 07/02/26		PO#	Register # 000420		
@	2025/26	06/20/26	VAN FUEL 6/9	004438 (1664532)	06/30/26	Paid	Printed	81.84		81.84	
		2026 01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00									
Check #		00657360				Check Date 07/02/26		PO#	Register # 000420		
@	2025/26	06/20/26	VAN FUEL 6/2	007990 (1664532)	06/30/26	Paid	Printed	81.86		81.86	
		2026 01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #		00657360				Check Date 07/02/26		PO#	Register # 000420		
Selection		See last page for selection criteria								ERP for California	
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Approval Batch 017545 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		SAM'S CLUB (009139/2)		(continued)		(continued)				
@	2025/26	06/20/26	VAN FUEL 5/27	008204 (1664532)	06/30/26	Paid	Printed	65.95		65.95
		2026	01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00							
Check #	00657360					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/20/26	EOY BBQ FOOD/DRINKS	202605-1 (1664532)	06/30/26	Paid	Printed	197.70		197.70
		2026	13- 5310- 0- 4700- 00- 0000- 3700- 000- 000- 0000- 00							
Check #	00657360					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/20/26	EOY BBQ SUPPLIES	202605-2 (1664532)	06/30/26	Paid	Printed	19.65		19.65
		2026	13- 5310- 0- 4300- 00- 0000- 3700- 000- 000- 0000- 00							
Check #	00657360					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/20/26	OPERATIONS SUPPLIES	DP26-00142 (1664532)	06/30/26	Paid	Printed	485.99		485.99
		2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00							
Check #	00657360					Check Date	07/02/26	PO#		Register # 000420
Total Invoice Amount								1,019.24		
Direct Vendor		SHADD JANITORIAL SUPPLY (008795/1) 226 BRIDGE ST YUBA CITY, CA 95991								
@	2025/26	06/10/26	OPERATIONS SUPPLIES	SHAD31199 (1664532)	06/30/26	Paid	Printed	325.62		325.62
		2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00							
Check #	00657361					Check Date	07/02/26	PO#		Register # 000420
Total Invoice Amount								325.62		
Direct Vendor		SIERRA WATER UTILITY LLC (000149/1) 702 MANGROVE AVE PMB 315 CHICO, CA 95926-3948								
@	2025/26	07/01/26	OPERATOR SERVICE JUNE 26	6405-2656 (1664532)	06/30/26	Paid	Printed	200.10		200.10
		2026	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00							
Check #	00657362					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	07/01/26	HOSE BIB/FITTINGS	6405-2656-1 (1664532)	06/30/26	Paid	Printed	37.54		37.54
		2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00							
Check #	00657362					Check Date	07/02/26	PO#		Register # 000420
Selection	See last page for selection criteria								ERP for California	
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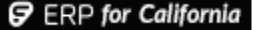
Approval Batch 017545 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		SIERRA WATER UTILITY LLC (000149/1)			(continued)		(continued)			
Total Invoice Amount								237.64		
Direct Vendor		STAPLES (000322/2) PO BOX 660409 DALLAS, TX 75266-0409								
@	2025/26	06/13/26	LABELS	6066328764 (1664532)	06/30/26	Paid	Printed	38.84		38.84
		2026 01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657363					Check Date 07/02/26		PO#	Register # 000420	
Total Invoice Amount								38.84		
Direct Vendor		SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) 970 KLAMATH LANE YUBA CITY, CA 95993								
@	2025/26	06/24/26	25-26 STATE MENTAL HEALTH FINAL	AR26-00817 (1664532)	06/30/26	Paid	Printed	7,906.00		7,906.00
		2026 01- 6546- 0- 7212- 00- 5760- 9200- 000- 000- 0000- 00								
Check #	00657364					Check Date 07/02/26		PO#	Register # 000420	
Total Invoice Amount								7,906.00		
Direct Vendor		TCSIG (004372/3) PO BOX 526 YUBA CITY, CA 95992								
@	2025/26	06/25/26	EPI PENS (2)	INV1644 (1664532)	06/30/26	Paid	Printed	480.00		480.00
		2026 01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657365					Check Date 07/02/26		PO#	Register # 000420	
Total Invoice Amount								480.00		
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1) PO BOX 790428 ST. LOUIS, MO 63179-0428								
@	2025/26	05/13/26	BAND AIDS	341743 (1664532)	06/30/26	Paid	Printed	66.30		66.30
		2026 01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657366					Check Date 07/02/26		PO#	Register # 000420	
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Approval Batch 017545 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)				(continued)				
@	2025/26	05/13/26	VACUUM HANDLE	451216 (1664532)	06/30/26	Paid	Printed	170.53		170.53
		2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/13/26	DEN SUPPLIES	864836 (1664532)	06/30/26	Paid	Printed	29.12		29.12
		2026	01- 6010- 0- 4300- 00- 1110- 1000- 000- 000- 2600- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/15/26	HONOR ROLL TRIP	217929 (1664532)	06/30/26	Paid	Printed	1,414.22		1,414.22
		2026	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/15/26	OPEN HOUSE DINNER	307588 (1664532)	06/30/26	Paid	Printed	460.68		460.68
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/18/26	8TH GRADE LUNCH	096693 (1664532)	06/30/26	Paid	Printed	495.01		495.01
		2026	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/19/26	GRAD CORDS	016159 (1664532)	06/30/26	Paid	Printed	24.70		24.70
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/19/26	GRAD MEDALS	036227 (1664532)	06/30/26	Paid	Printed	19.57		19.57
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/19/26	GRAD CUPCAKES	295156 (1664532)	06/30/26	Paid	Printed	153.67		153.67
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	05/19/26	CB WILL REIMBURSE	454438 (1664532)	06/30/26	Paid	Printed	41.13		41.13
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420

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Approval Batch 017545 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)							(continued)	
@	2025/26	05/19/26	OPEN HOUSE CUPCAKES	520213 (1664532)	06/30/26	Paid	Printed	279.40		279.40
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/19/26	CJSF PINS/CERTS	787219 (1664532)	06/30/26	Paid	Printed	113.47		113.47
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/21/26	PREK SUPPLIES	156149 (1664532)	06/30/26	Paid	Printed	45.94		45.94
		2026	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/21/26	SANGOMA PHONES 5/19-6/18	489589 (1664532)	06/30/26	Paid	Printed	872.97		872.97
		2026	01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/21/26	FIRE PANEL SERVICE	537542 (1664532)	06/30/26	Paid	Printed	848.00		848.00
		2026	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/21/26	OPERATIONS SUPPLIES	683565 (1664532)	06/30/26	Paid	Printed	65.30		65.30
		2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/21/26	OPEN HOUSE WATER	754780 (1664532)	06/30/26	Paid	Printed	74.88		74.88
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/22/26	PREK SUPPLIES	782311 (1664532)	06/30/26	Paid	Printed	61.77		61.77
		2026	12- 6105- 0- 4300- 00- 0001- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/25/26	MONTHLY VAN CAR WASH	773551 (1664532)	06/30/26	Paid	Printed	39.99		39.99
		2026	01- 0000- 0- 5800- 00- 0000- 3600- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420

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Approval Batch 017545 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)						(continued)		
@	2025/26	05/28/26	HONOR ROLL TRIP CREDIT	515492 (1664532)	06/30/26	Paid	Printed	79.32-		79.32-
		2026	01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/29/26	TK/K WATER DAY SUPPLIES	935029 (1664532)	06/30/26	Paid	Printed	44.44		44.44
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/31/26	POOL DAY WRISTBANDS	359420 (1664532)	06/30/26	Paid	Printed	15.15		15.15
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	05/31/26	SCREEN WIPES	634362 (1664532)	06/30/26	Paid	Printed	69.24		69.24
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	06/01/26	READING PARTY SUPPLIES	973791 (1664532)	06/30/26	Paid	Printed	33.24		33.24
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	06/02/26	READING PARTY SUPPLIES	814414 (1664532)	06/30/26	Paid	Printed	100.72		100.72
		2026	01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	06/03/26	GRAD FLOWERS	827798 (1664532)	06/30/26	Paid	Printed	114.67		114.67
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	06/04/26	GRAD FLOWERS	159286 (1664532)	06/30/26	Paid	Printed	60.04		60.04
		2026	01- 0000- 0- 4300- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
@	2025/26	06/05/26	CAMP MARCUM QUARRY PARK CREDIT	242480 (1664532)	06/30/26	Paid	Printed	230.63-		230.63-
		2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#	Register #	000420
Selection See last page for selection criteria								 ERP for California		

Approval Batch 017545 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		US BANK CORP. PAYMENT SYSTEM (004687/1) (continued)							(continued)	
@	2025/26	06/05/26	CAMP MARCUM QUARRY PARK DEPOSIT	261491 (1664532)	06/30/26	Paid	Printed	230.62		230.62
		2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/05/26	CAMP MARCUM QUARRY PARK DEPOSIT	695708 (1664532)	06/30/26	Paid	Printed	230.63		230.63
		2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/05/26	CAMP MARCUM BOWLING DEPOSIT	DP26-00143 (1664532)	06/30/26	Paid	Printed	103.00		103.00
		2026	01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/07/26	CB ALT TO SUSPENSION CONF	096830 (1664532)	06/30/26	Paid	Printed	450.00		450.00
		2026	01- 0000- 0- 5200- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/08/26	CHARTER CONF FEE 30%	1923296 (1664532)	06/30/26	Paid	Printed	210.00		210.00
		2026	01- 0000- 0- 5200- 00- 0000- 7100- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
@	2025/26	06/08/26	CHARTER CONF FEE 70%	923296 (1664532)	06/30/26	Paid	Printed	490.00		490.00
		2026	01- 0000- 0- 5200- 00- 0000- 2700- 000- 000- 0000- 00							
Check #	00657366					Check Date	07/02/26	PO#		Register # 000420
Total Invoice Amount								7,118.45		

Approval Batch 017617										Bank Account COUNTY - COUNTY	
	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		ARRA KIRREN KILEY LEWIS (000150/1)									
@	2025/26	06/30/26		MURAL PROGRESS 1/3	001 (1670599)	07/09/26	Paid	Printed	2,500.00		2,500.00
		2026 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00657833						Check Date 07/14/26		PO#	Register # 000421	
& Employee Also							Total Invoice Amount		2,500.00		
Direct Vendor		SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) 970 KLAMATH LANE YUBA CITY, CA 95993									
@	2025/26	07/06/26		25-26 PANORAMA STUDENT SURVEYS	AR26-00842 (1670599)	07/09/26	Paid	Printed	833.33		833.33
		2026 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00657834						Check Date 07/14/26		PO#	Register # 000421	
							Total Invoice Amount		833.33		
Direct Vendor		THE HOME DEPOT CREDIT SERVICES (004490/3) DEPT 32-2001278484 PO BOX 60726 CITY INDUSTRY, CA 91716-0726									
@	2025/26	06/15/26		OPERATIONS SUPPLIES	901428 (1670599)	07/09/26	Paid	Printed	50.88		50.88
		2026 01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00									
Check #	00657835						Check Date 07/14/26		PO#	Register # 000421	
							Total Invoice Amount		50.88		
Direct Vendor		THORNTON'S GAS (004577/1) 2041 WATT AVENUE EAST NICOLAUS, CA 95622									
@	2025/26	06/30/26		BUS PROPANE 6/2	6424 (1670599)	07/09/26	Paid	Printed	128.54		128.54
		2026 01- 0000- 0- 4300- 00- 0000- 3600- 000- 000- 0000- 00									
Check #	00657836						Check Date 07/14/26		PO#	Register # 000421	
@	2025/26	06/30/26		YEARY TANK RENTAL	E030833 (1670599)	07/09/26	Paid	Printed	5.00		5.00
		2026 01- 0000- 0- 5600- 00- 0000- 2700- 000- 000- 0000- 00									
Check #	00657836						Check Date 07/14/26		PO#	Register # 000421	
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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
						Total Invoice	Amount	133.54		

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Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		ALMA TECHNOLOGIES INC (000014/2) 909 N BEECH ST STE 210 PORTLAND, OR 97227								
2026/27	07/01/26		26-27 SIS FEES YEAR 1 OF 3	JG032792 (1670600)	07/09/26	Paid	Printed	7,069.84		7,069.84
		2027 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00657837					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								7,069.84		
Direct Vendor		BRIGHTARROW TECHNOLOGIES INC (029123/2) PO BOX 7493 BELLEVUE, WA 98008								
2026/27	05/06/26		26-27 SUBSCRIPTION W/EXT TEXTING	20279 (1670600)	07/09/26	Paid	Printed	520.30		520.30
		2027 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657838					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								520.30		
Direct Vendor		CALIFORNIA'S VALUED TRUST (010974/2) P.O BOX 26300 FRESNO, CA 93729-6300								
2026/27	06/18/26		VISION/DENTAL JULY 26	DP27-00001 (1670600)	07/09/26	Paid	Printed	3,930.39		3,930.39
		2027 01- 0000- 0- 9514- - - - - - - - - -								
Check #	00657839					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								3,930.39		
Direct Vendor		CASBO (000125/1) 1001 K ST 5TH FLOOR SACRAMENTO, CA 95814								
2026/27	07/01/26		26-27 ORGANIZATIONAL SUBSCRIPTION	000273559 (1670600)	07/09/26	Paid	Printed	850.00		850.00
		2027 01- 0000- 0- 5300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657840					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								850.00		

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Approval Batch 017620 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		CLARK PEST CONTROL OF STOCKTON (001045/2) PO BOX 6015 WHITTIER, CA 90607-6015								
2026/27	07/02/26		26-27 QRTL LOT WEED SPRAY Q1 1/3	40074673 (1670600)	07/09/26	Paid	Printed	252.00		252.00
Check #		2027 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00 00657841				Check Date 07/14/26		PO#	Register # 000422	
2026/27	07/02/26		MONTHLY PEST SERVICE JULY 26	40074673-1 (1670600)	07/09/26	Paid	Printed	225.00		225.00
Check #		2027 01- 0000- 0- 5507- 00- 0000- 8200- 000- 000- 0000- 00 00657841				Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								477.00		
Direct Vendor		DENNIS GUYNES (000116/1) 1658 OAKLEY LANE WHEATLAND, CA 95692								
2026/27	07/03/26		BUS #3 45 DAY INSPECT JULY 26	320 (1670600)	07/09/26	Paid	Printed	225.00		225.00
Check #		2027 01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00 00657842				Check Date 07/14/26		PO#	Register # 000422	
2026/27	07/03/26		BUS #1 45 DAY INSPECT JULY 26	321 (1670600)	07/09/26	Paid	Printed	225.00		225.00
Check #		2027 01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00 00657842				Check Date 07/14/26		PO#	Register # 000422	
2026/27	07/03/26		BUS#2 45 DAY INSPECT JULY 26	322 (1670600)	07/09/26	Paid	Printed	225.00		225.00
Check #		2027 01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00 00657842				Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								675.00		
Direct Vendor		EVERON (000083/3) PO BOX 872987 KANSAS CITY, MO 64187-2987								
2026/27	05/27/26		CAMERA MONITORING 6/26/26-9/25/26	161029848 (1670600)	07/09/26	Paid	Printed	422.52		422.52
Check #		2027 01- 0000- 0- 5800- 00- 0000- 8300- 000- 000- 0000- 00 00657843				Check Date 07/14/26		PO#	Register # 000422	

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Approval Batch 017620 (continued)

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Total Invoice Amount								422.52		
Direct Vendor		FES (005368/2) PO BOX 82552 LINCOLN, NE 68501-2552								
2026/27	07/07/26		26-27 S-WEB HOSTING	INV005212 (1670600)	07/09/26	Paid	Printed	1,855.00		1,855.00
		2027 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657844					Check Date 07/14/26	PO#	Register # 000422		
Total Invoice Amount								1,855.00		
Direct Vendor		GOLDEN BEAR ALARM SERVICE INC (000061/2) PO BOX 2203 MARYSVILLE, CA 95901								
2026/27	07/01/26		ALARM SERVICE JULY 26	115125 (1670600)	07/09/26	Paid	Printed	180.00		180.00
		2027 01- 0000- 0- 5800- 00- 0000- 8300- 000- 000- 0000- 00								
Check #	00657845					Check Date 07/14/26	PO#	Register # 000422		
Total Invoice Amount								180.00		
Direct Vendor		NATIONAL CHARTER SCHOOLS INSTITUTE (000144/2) 711 W PICKARD ST SUITE M MT. PLEASANT, MI 48858								
2026/27	07/01/26		26-27 EPICENTER-CHARTER OVERSIGHT	2027-041 (1670600)	07/09/26	Paid	Printed	1,500.00		1,500.00
		2027 01- 0050- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657846					Check Date 07/14/26	PO#	Register # 000422		
Total Invoice Amount								1,500.00		
Direct Vendor		NORTH VALLEY SCHS INS GRP II CO KEENAN & ASSOCIATES-SETECH (000034/1) PO BOX 4328 TORRANCE, CA 90510								
2026/27	06/26/26		26-27 MEMBER CONTRIBUTION	340906 (1670600)	07/09/26	Paid	Printed	29,515.00		29,515.00
		2027 01- 0000- 0- 5400- 00- 0000- 7200- 000- 000- 0000- 00								
Check #	00657847					Check Date 07/14/26	PO#	Register # 000422		

Selection See last page for selection criteria

Approval Batch 017620 (continued)

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Total Invoice Amount								29,515.00		
Direct Vendor		NORTH VALLEY SIG C/O KEENAN-SETECH (000087/1) PO BOX 4328 TORRANCE, CA 90510								
2026/27	06/17/26		26-27 WORKERS COMP JULY	339657 (1670600)	07/09/26	Paid	Printed	4,132.00		4,132.00
Check #	00657848	2027 01- 0000- 0- 9516-	- - - - -	Check Date 07/14/26 PO# Register # 000422						
2026/27	06/17/26		26-27 WORKERS COMP AUG	339658 (1670600)	07/09/26	Paid	Printed	4,132.00		4,132.00
Check #	00657848	2027 01- 0000- 0- 9516-	- - - - -	Check Date 07/14/26 PO# Register # 000422						
Total Invoice Amount								8,264.00		
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448								
2026/27	06/26/26		CANON COPIER LEASE 6/20-7/20	585202377 (1670600)	07/09/26	Paid	Printed	981.78		981.78
Check #	00657849	2027 01- 0000- 0- 5600- 00- 1110- 1000- 000- 000- 0000- 00	Check Date 07/14/26 PO# Register # 000422							
Total Invoice Amount								981.78		
Direct Vendor		RENAISSANCE LEARNING INC. (006614/1) P.O. BOX 64910 ST. PAUL, MN 55164-0910								
2026/27	06/12/26		26-27 DNA SUBSCRIPTION	INV5698262 (1670600)	07/09/26	Paid	Printed	1,041.55		1,041.55
Check #	00657850	2027 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00	Check Date 07/14/26 PO# Register # 000422							
2026/27	07/03/26		26-27 ANNUAL RENAISSANCE PLATFORM	INV5707182 (1670600)	07/09/26	Paid	Printed	750.00		750.00
Check #	00657850	2027 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00	Check Date 07/14/26 PO# Register # 000422							
2026/27	07/03/26		26-27 ACCELERATED READER	INV5707182-1 (1670600)	07/09/26	Paid	Printed	1,387.65		1,387.65
Selection See last page for selection criteria									ERP for California	
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Approval Batch 017620 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor	RENAISSANCE LEARNING INC. (006614/1)			(continued)			(continued)			
2026/27	07/03/26		26-27 ACCELERATED READER	INV5707182-1 (1670600) (continued)	07/09/26	Paid	Printed	(continued)		
		2027 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00657850					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								3,179.20		
Direct Vendor	SCHOOL & COLLEGE LEGAL SERVICES OF CA (000012/1) 5350 SKYLANE BLVD SANTA ROSA, CA 95403									
2026/27	07/02/26		26-27 ANNUAL NOTICE TO PARENTS	INV27-000005 (1670600)	07/09/26	Paid	Printed	150.00		150.00
		2027 01- 0000- 0- 5805- 00- 0000- 7110- 000- 000- 0000- 00								
Check #	00657851					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								150.00		
Direct Vendor	SMALL SCHOOL DISTRICTS' ASSOC. (004382/3) 925 L ST, SUITE 1185 SACRAMENTO, CA 95814									
2026/27	07/20/26		26-27 ELITE MEMBERSHIP DUES	25-1341 (1670600)	07/09/26	Paid	Printed	900.00		900.00
		2027 01- 0000- 0- 5300- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00657852					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								900.00		
Direct Vendor	SUTTER BUTTES COMMUNICATION (004604/1) 445 PALORA AVE. YUBA CITY, CA 95991									
2026/27	06/04/26		26-27 REPEATER FEE JULY, AUG, SEPT	48918 (1670600)	07/09/26	Paid	Printed	46.50		46.50
		2027 01- 0000- 0- 5900- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00657853					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								46.50		

Selection See last page for selection criteria

Approval Batch 017620 (continued)							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		SYSCO FOOD SVCS OF SACRAMENTO (000043/2) PO BOX 138007 SACRAMENTO, CA 95813-8007								
2026/27	07/01/26		ELOP CAMP MARCUM FOOD/MILK JULY 26	631541465 (1670600)	07/09/26	Paid	Printed	268.14		268.14
		2027 01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00								
Check #	00657854					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								268.14		
Direct Vendor		TCSIG (004372/3) PO BOX 526 YUBA CITY, CA 95992								
2026/27	07/02/26		HEALTH JULY 26	DP27-00002 (1670600)	07/09/26	Paid	Printed	26,081.00		26,081.00
		2027 01- 0000- 0- 9514- - - - -								
Check #	00657855					Check Date 07/14/26		PO#	Register # 000422	
Total Invoice Amount								26,081.00		

Approval Batch 017713										Bank Account COUNTY - COUNTY	
	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
		Direct Vendor									
		CA DEPT OF TAX AND FEE ADMINISTRATION (004232/1) P O BOX 942879 SACRAMENTO, CA 94279-8056									
@	2025/26	07/21/26		25-26 USE TAX FD 01	DP26-00144 (1678423)	07/21/26	Paid	Printed	68.07		68.07
		2026	01- 0000- 0- 9517- - - - -								
Check #	00658394						Check Date	07/23/26	PO#	Register # 000424	
Total Invoice Amount									68.07		
		Direct Vendor									
		DENNIS GUYNES (000116/1) 1658 OAKLEY LANE WHEATLAND, CA 95692									
@	2025/26	06/16/26		BUS# 1 & 2 REPAIRS	299 (1678423)	07/21/26	Paid	Printed	1,628.77		1,628.77
		2026	01- 0000- 0- 5600- 00- 0000- 3600- 000- 000- 0000- 00								
Check #	00658395						Check Date	07/23/26	PO#	Register # 000424	
Total Invoice Amount									1,628.77		
		Direct Vendor									
		DEPARTMENT OF JUSTICE ACCOUNT OFFICE CASHIERING UNIT (001366/1) P.O. BOX 944255 SACRAMENTO, CA 94244-2550									
@	2025/26	06/30/26		LIVE SCAN JUNE 26	056368 (1678423)	07/21/26	Paid	Printed	32.00		32.00
		2026	01- 0000- 0- 5804- 00- 0000- 7200- 000- 000- 0000- 00								
Check #	00658396						Check Date	07/23/26	PO#	Register # 000424	
Total Invoice Amount									32.00		
		Direct Vendor									
		EAST NICOLAUS JOINT UHSD (001533/1) 2454 NICOLAUS AVE TROWBRIDGE, CA 95659									
@	2025/26	07/07/26		2026 Q2 MOWER FUEL	AR26-000028 (1678423)	07/21/26	Paid	Printed	53.50		53.50
		2026	01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00658397						Check Date	07/23/26	PO#	Register # 000424	
Total Invoice Amount									53.50		

Selection See last page for selection criteria

Approval Batch 017713 (continued)								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		PACE ANALYTICAL SERVICES LLC (000044/1) 1800 ELM STREET SE MINNEAPOLIS, MN 55414								
@	2025/26	07/15/26	WATER TESTING 6/18	262804864 (1678423)	07/21/26	Paid	Printed	1,322.20		1,322.20
		2026 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00								
Check #	00658398					Check Date 07/23/26		PO#	Register # 000424	
Total Invoice Amount								1,322.20		
Direct Vendor		PACIFIC GAS & ELECTRIC (003433/1) PO BOX 997300 SACRAMENTO, CA 95899-7300								
@	2025/26	07/06/26	ELECTRICITY 6/5-7/5	DP26-00145 (1678423)	07/21/26	Paid	Printed	1,913.71		1,913.71
		2026 01- 0000- 0- 5502- 00- 0000- 8200- 000- 000- 0000- 00								
Check #	00658399					Check Date 07/23/26		PO#	Register # 000424	
Total Invoice Amount								1,913.71		
Direct Vendor		PLEASANT GROVE JOINT USD (000084/1) 3075 HOWSLEY RD PLEASANT GROVE, CA 95668								
@	2025/26	06/30/26	1/3 REFS FOR VB/FB/BB/SB	2526-01 (1678423)	07/21/26	Paid	Printed	1,923.33		1,923.33
		2026 01- 0000- 0- 5800- 00- 1110- 4200- 000- 000- 0000- 00								
Check #	00658400					Check Date 07/23/26		PO#	Register # 000424	
Total Invoice Amount								1,923.33		
Direct Vendor		VERIZON WIRELESS (009718/1) P.O. BOX 660108 DALLAS, TX 75266-0108								
@	2025/26	07/02/26	CELL SERVICE 6/3-7/2	6147635004 (1678423)	07/21/26	Paid	Printed	345.37		345.37
		2026 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00658401					Check Date 07/23/26		PO#	Register # 000424	
Total Invoice Amount								345.37		

Approval Batch 017714

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		CALIFORNIA'S VALUED TRUST (010974/2) P.O BOX 26300 FRESNO, CA 93729-6300								
2026/27	07/17/26		VISION/DENTAL AUG 26	DP27-00003 (1678463)	07/21/26	Paid	Printed	3,831.24		3,831.24
Check #	2027 01-0000-0-9514-00658388		- - - - -	- - - - -		Check Date 07/23/26	PO#		Register # 000423	
2026/27	07/17/26		CREDIT - VISION/DENTAL JULY 26	DP27-00004 (1678463)	07/21/26	Paid	Printed	99.15-		99.15-
Check #	2027 01-0000-0-9514-00658388		- - - - -	- - - - -		Check Date 07/23/26	PO#		Register # 000423	
Total Invoice Amount								3,732.09		
Direct Vendor		CENIOM (013011/1) P.O. BOX 340942 SACRAMENTO, CA 95834-0942								
2026/27	07/14/26		MONTHLY TECH JULY 26	17282 (1678463)	07/21/26	Paid	Printed	1,200.00		1,200.00
Check #	2027 01-0000-0-5800-00-0000-2420-000-000-0000-000658389					Check Date 07/23/26	PO#		Register # 000423	
Total Invoice Amount								1,200.00		
Direct Vendor		RECOLOGY YUBA-SUTTER (005096/1) PO DRAWER G MARYSVILLE, CA 95901								
2026/27	06/30/26		MIXED RECYCLING JULY 26	8551004689159 (1678463)	07/21/26	Paid	Printed	185.19		185.19
Check #	2027 01-0000-0-5506-00-0000-8200-000-000-0000-000658390					Check Date 07/23/26	PO#		Register # 000423	
2026/27	06/30/26		MIXED GENERAL JULY 26	8551004689159-1 (1678463)	07/21/26	Paid	Printed	414.38		414.38
Check #	2027 01-0000-0-5506-00-0000-8200-000-000-0000-000658390					Check Date 07/23/26	PO#		Register # 000423	
2026/27	06/30/26		RECURRING SURCHARGE JULY 26	8551004689159-2 (1678463)	07/21/26	Paid	Printed	18.72		18.72
Check #	2027 01-0000-0-5506-00-0000-8200-000-000-0000-000658390					Check Date 07/23/26	PO#		Register # 000423	

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Approval Batch 017714 (continued)

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Total Invoice Amount 618.29

Direct Vendor
STAPLES (000322/2)
PO BOX 660409
DALLAS, TX 75266-0409

2026/27	07/11/26		26-27 BTS SUPPLIES	6068586523 (1678463)	07/21/26	Paid	Printed	1,195.57		1,195.57
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2027 01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00

Check # 00658391

Check Date 07/23/26

PO#

Register # 000423

Total Invoice Amount 1,195.57

Direct Vendor
SUTTER COUNTY SUPERINTENDENT
OF SCHOOLS OFFICE (004329/1)
970 KLAMATH LANE
YUBA CITY, CA 95993

2026/27	07/14/26		26-27 Q1 DATA PROCESSING	AR27-00259 (1678463)	07/21/26	Paid	Printed	889.95		889.95
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2027 01- 0000- 0- 5800- 00- 0000- 7700- 000- 000- 0000- 00

Check # 00658392

Check Date 07/23/26

PO#

Register # 000423

Total Invoice Amount 889.95

Direct Vendor
THE SHERWIN-WILLIAMS CO (004245/1)
1191 BRIDGE ST
YUBA CITY, CA 95991-3694

2026/27	07/15/26		5TH GRADE WALL PAINT	5088-9 (1678463)	07/21/26	Paid	Printed	301.64		301.64
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2027 01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00

Check # 00658393

Check Date 07/23/26

PO#

Register # 000423

Total Invoice Amount 301.64

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Approval Batch 017795							Bank Account COUNTY - COUNTY			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		EAST NICOLAUS JOINT UHSD (001533/1) 2454 NICOLAUS AVE TROWBRIDGE, CA 95659								
@	2025/26	07/21/26	25-26 MUSIC TEACHER 2ND SEMESTER	AR26-00031 (1683285)	07/28/26	Paid	Printed	16,516.60		16,516.60
		2026	01- 6770- 0- 5800- 00- 1110- 1000- 000- 0000- 00							
Check #	00658779					Check Date	07/30/26	PO#	Register # 000426	
Total Invoice Amount								16,516.60		
Direct Vendor		LOZANO SMITH LLP (006607/1) 7404 NORTH SPALDING AVE FRESNO, CA 93720-3370								
@	2025/26	07/10/26	LEGAL-JUNE 26 CHARTER OVERSIGHT	2283024 (1683285)	07/28/26	Paid	Printed	82.00		82.00
		2026	01- 0050- 0- 5805- 00- 0000- 7110- 000- 000- 0000- 00							
Check #	00658780					Check Date	07/30/26	PO#	Register # 000426	
@	2025/26	07/10/26	LEGAL-JUNE 26 CHARTER OVERSIGHT	2283025 (1683285)	07/28/26	Paid	Printed	287.00		287.00
		2026	01- 0050- 0- 5805- 00- 0000- 7110- 000- 000- 0000- 00							
Check #	00658780					Check Date	07/30/26	PO#	Register # 000426	
@	2025/26	07/10/26	LEGAL-JUNE 26 CHARTER OVERSIGHT	2283026 (1683285)	07/28/26	Paid	Printed	902.00		902.00
		2026	01- 0050- 0- 5805- 00- 0000- 7110- 000- 000- 0000- 00							
Check #	00658780					Check Date	07/30/26	PO#	Register # 000426	
@	2025/26	07/10/26	LEGAL-JUNE 26 BOARD GOVERNANCE	2283026-1 (1683285)	07/28/26	Paid	Printed	861.00		861.00
		2026	01- 0000- 0- 5805- 00- 0000- 7110- 000- 000- 0000- 00							
Check #	00658780					Check Date	07/30/26	PO#	Register # 000426	
Total Invoice Amount								2,132.00		
Direct Vendor		PLEASANT GROVE JOINT USD (000084/1) 3075 HOWSLEY RD PLEASANT GROVE, CA 95668								

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Approval Batch 017795 (continued)							Bank Account COUNTY - COUNTY				
	Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
	Direct Vendor		PLEASANT GROVE JOINT USD (000084/1)				(continued)				
@	2025/26	06/30/26		PREK SPED VAN DRIVER FEB-JUNE 26	2526-03 (1683285)	07/28/26	Paid	Printed	4,387.38		4,387.38
		2026	01- 6547- 0- 5800- 00- 5730- 1110- 000- 000- 0000- 00								
	Check #	00658781					Check Date	07/30/26	PO#	Register #	000426
@	2025/26	06/30/26		PREK SPED VAN MILEAGE FEB-JUNE 26	2526-03-1 (1683285)	07/28/26	Paid	Printed	2,923.20		2,923.20
		2026	01- 6547- 0- 5220- 00- 5730- 1110- 000- 000- 0000- 00								
	Check #	00658781					Check Date	07/30/26	PO#	Register #	000426
Total Invoice Amount									7,310.58		
Direct Vendor		SUTTER COUNTY SUPERINTENDENT OF SCHOOLS OFFICE (004329/1) 970 KLAMATH LANE YUBA CITY, CA 95993									
@	2025/26	07/28/26		25-26 FACILITIES	AR26-00898 (1683285)	07/28/26	Paid	Printed	3,207.71		3,207.71
		2026	01- 6500- 0- 7142- 00- 5001- 9200- 000- 000- 0000- 00								
	Check #	00658782					Check Date	07/30/26	PO#	Register #	000426
Total Invoice Amount									3,207.71		

Approval Batch 017796								Bank Account COUNTY - COUNTY		
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		AT&T (003812/3) PO BOX 5075 CAROL STREAM, IL 60197-5075								
2026/27	07/19/26		LONG DISTANCE JULY 26	DP27-00005 (1683339)	07/28/26	Paid	Printed	52.06		52.06
		2027 01- 0000- 0- 5900- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00658770					Check Date 07/30/26		PO#	Register # 000425	
Total Invoice Amount								52.06		
Direct Vendor		DOCUMENT TRACKING SEVICES (003917/3) 1601 INDIA ST 503 SAN DIEGO, CA 92101								
2026/27	07/23/26		25-26 DISTRICT DOCUMENT WEB FEE 8/1/26-8/1/27	7140719 (1683339)	07/28/26	Paid	Printed	695.00		695.00
		2027 01- 0000- 0- 5800- 00- 0000- 2700- 000- 000- 0000- 00								
Check #	00658771					Check Date 07/30/26		PO#	Register # 000425	
Total Invoice Amount								695.00		
AP Vendor		EDMENTUM INC (000057/2) PO BOX 776725 CHICAGO, IL 60677-6725								
2026/27	07/24/26	R27-00004	EXACT PATH & LIVE PD 8/15/26-8/14/27	INV32671652 (1683339)	07/28/26	Paid	Printed	3,500.00		3,500.00
		2027 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00658772					Check Date 07/30/26		PO# P27-00004	Register # 000425	
Total Invoice Amount								3,500.00		
Direct Vendor		MICHAEL'S TRANSPORT SRVS INC (000147/1) 140 YOLANO DR VALLEJO, CA 94589								
2026/27	07/10/26		CAMP MARCUM FIELD TRIP DRIVER	131580 (1683339)	07/28/26	Paid	Printed	545.00		545.00
		2027 01- 2600- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00								
Check #	00658773					Check Date 07/30/26		PO#	Register # 000425	
Total Invoice Amount								545.00		
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) P.O. BOX 790448 ST. LOUIS, MO 63179-0448								
Selection See last page for selection criteria										
									ERP for California	
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Approval Batch 017796 (continued)							Bank Account COUNTY - COUNTY				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
Direct Vendor		OFFICE EQUIPMENT FINANCE SVCS. (000438/1) (continued)									
2026/27	07/16/26		RICOH COPIER	586637845	07/28/26	Paid	Printed	886.59		886.59	
			LEASE 7/9-8/9	(1683339)							
	2027	01- 0000- 0- 5600- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00658774					Check Date	07/30/26	PO#	Register #	000425	
2026/27	07/16/26		LATE FEE	586637845-1	07/28/26	Paid	Printed	82.67		82.67	
				(1683339)							
	2027	01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00658774					Check Date	07/30/26	PO#	Register #	000425	
2026/27	07/16/26		PROP DAMAGE	586637845-2	07/28/26	Paid	Printed	101.27		101.27	
			SURCHARGE	(1683339)							
	2027	01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00658774					Check Date	07/30/26	PO#	Register #	000425	
Total Invoice Amount								1,070.53			
Direct Vendor		SAM'S CLUB (009139/2) PO BOX 669810 DALLAS, TX 75266-0956									
2026/27	07/01/26		JULY CAMP	DP27-00006	07/28/26	Paid	Printed	1,183.46		1,183.46	
			MARCUM FOOD	(1683339)							
	2027	01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00									
Check #	00658775					Check Date	07/30/26	PO#	Register #	000425	
2026/27	07/01/26		JULY CAMP	DP27-00007	07/28/26	Paid	Printed	119.33		119.33	
			MARCUM SUPPLIES	(1683339)							
	2027	01- 2600- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00									
Check #	00658775					Check Date	07/30/26	PO#	Register #	000425	
2026/27	07/17/26		JULY CAMP	DP27-00008	07/28/26	Paid	Printed	567.50		567.50	
			MARCUM FOOD	(1683339)							
	2027	01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00									
Check #	00658775					Check Date	07/30/26	PO#	Register #	000425	
Total Invoice Amount								1,870.29			
Direct Vendor		SIERRA WATER UTILITY LLC (000149/1) 702 MANGROVE AVE PMB 315 CHICO, CA 95926-3948									
2026/27	08/01/26		CROSS	6405-2752	07/28/26	Paid	Printed	250.00		250.00	
			CONNECTION	(1683339)							
			CONTROL PLAN								
	2027	01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00									
Selection		See last page for selection criteria								ERP for California	
Page 44 of 46											

Approval Batch 017796 (continued)

Bank Account COUNTY - COUNTY

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
Direct Vendor		SIERRA WATER UTILITY LLC (000149/1)			(continued)					
Check #	00658776					Check Date	07/30/26	PO#	Register # 000425	
2026/27	08/01/26		OPERATOR SERVICE JULY 26	6405-2752-1 (1683339)	07/28/26	Paid	Printed	200.10		200.10
2027 01- 0000- 0- 5800- 00- 0000- 8100- 000- 000- 0000- 00										
Check #	00658776					Check Date	07/30/26	PO#	Register # 000425	
2026/27	08/01/26		#1 STENNER TUBE	6405-2752-2 (1683339)	07/28/26	Paid	Printed	48.40		48.40
2027 01- 0000- 0- 4300- 00- 0000- 8100- 000- 000- 0000- 00										
Check #	00658776					Check Date	07/30/26	PO#	Register # 000425	
Total Invoice Amount								498.50		
Direct Vendor		SYSCO FOOD SVCS OF SACRAMENTO (000043/2) PO BOX 138007 SACRAMENTO, CA 95813-8007								
2026/27	07/20/26		JULY CAMP	631576641 (1683339)	07/28/26	Paid	Printed	238.30		238.30
2027 01- 2600- 0- 4700- 00- 1110- 3700- 000- 000- 0000- 00										
Check #	00658777					Check Date	07/30/26	PO#	Register # 000425	
Total Invoice Amount								238.30		
AP Vendor		VOYAGER SOPRIS LEARNING (000126/2) PO BOX 844615 BOSTON, MA 02284-4615								
2026/27	07/23/26	R27-00001	LANGUAGE LIVE	8830430 (1683339)	07/28/26	Paid	Printed	1,200.00		1,200.00
2027 01- 0000- 0- 4300- 00- 1110- 1000- 000- 000- 0000- 00										
2027 01- 0000- 0- 5800- 00- 1110- 1000- 000- 000- 0000- 00										
Check #	00658778					1,200.00 Check Date	07/30/26	PO# P27-00001	Register # 000425	
Total Invoice Amount								1,200.00		

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	295,066.96	113,746.83-	408,813.79-
12	217.37	27,680.29	27,462.92
13	12,317.61	30,227.87	17,910.26
Total	307,601.94		

Selection See last page for selection criteria

Number of Payments	231	
Number of Checks	114	\$307,601.94
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount	\$307,601.94	
Total Unpaid Sales Tax	\$.00	
Total Expense Amount	\$307,601.94	
CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS		
\$0 - \$99	17	
\$100 - \$499	28	
\$500 - \$999	20	
\$1,000 - \$4,999	37	
\$5,000 - \$9,999	6	
\$10,000 - \$14,999		
\$15,000 - \$99,999	6	
\$100,000 - \$199,999		
\$200,000 - \$499,999		
\$500,000 - \$999,999		
\$1,000,000 -		
***** ITEMS OF INTEREST *****		
* Number of payments to a different vendor		
! Number of Prepaid payments		
@ Number of Liability payments	83	
& Number of Employee Also Vendors	1	
? denotes check name different than payment name		
F denotes Final Payment		

Report Totals - Payment Count 231 Check Count 114 ACH Count 0 vCard Count 0 Total Check/Advice Amount 307,601.94
\$307,601.94

Report Selection Criteria Sorted by Approval BatchId, Filtered by (Org = 17, Payment Method = N, Payment Type = N, On Hold? = Y, Approval Batch Id(s) = 017251,017308,017362,017411,017545,017617,017620,017713,017714,017795,017796, Page Break by Check/Advice? = N, Zero? = Y)

Anti-Discrimination in Employment Policy 1-101

Scope:

This policy applies to equal employment and advancement opportunities in employment with the District for all individuals.

The District prohibits discrimination, harassment, including sexual harassment, and retaliation based on any actual or perceived protected characteristics, including but not limited to:

1. Race or Ethnicity
2. Religious Creed
3. Color
4. National Origin
5. Ancestry or Nationality
6. Physical or Mental Disability
7. Reproductive Health Decision-making
8. Medical Condition
9. Genetic Information
10. Marital Status
11. Sex or Sexual Orientation
12. Gender
13. Gender Identity
14. Gender Expression
15. Age
16. Veteran or Military Status
17. Immigration Status
18. Association with a person or group with one or more of these actual or perceived characteristics

Purpose

The District is committed to fostering an environment of equal opportunity and respect for all members of the school. This policy outlines our commitment to preventing discrimination and promoting inclusivity.

Adopted on:

Revised on:

Page 1 of 5

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Equal Opportunity for Employees

- Fair Employment Program
 - Commitment to a fair recruitment process that is clear and transparent.
 - Protection against workplace discrimination, harassment, and retaliation, based on protected characteristics in all aspects of employment.
 - Prohibition of discrimination, harassment, and retaliation by supervisors, managers, coworkers, and third parties.
 - Prohibition of retaliation against individuals who file complaints or participate in the investigatory process.
- Fair Employment Training
 - Regular training on fair employment practices that are transparent and promote the hiring of the best individual for the position.

Complaint Process

Any complaints received by the District pursuant to this policy will be investigated fairly, timely, and thoroughly providing appropriate due process and reasonable conclusions based on the evidence.

Any complaints of prohibited discrimination, harassment including sexual harassment not defined by Title IX, and/or retaliation, by employees shall be received and investigated in accordance with the accompanying Administrative Regulation. Any complaints by employees that allege sexual harassment pursuant to Title IX will be addressed accordance with Board Policy and Administrative Regulation 1-103.

County Support Eligibility for Small Districts:

Eligible districts may receive support from their County Office of Education to meet affirmative action and equal opportunity goals, as appropriate to ADA requirements (elementary school districts with fewer than 901 ADA, for high school districts with fewer than 301 ADA, and for unified districts with fewer than 1501 ADA). When developing and implementing affirmative action employment programs, the District is entitled to assistance from the County Office of Education. (Ed. Code, §§ 44100 *et seq.*; 5 CCR § 30, 31.)

Adopted on:

Revised on:

Page 2 of 5

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Administrative Regulations

Equal Employment Opportunity Officer

Title: Superintendent/Principal

Contact Information: 530-656-2407

Complaint and Grievance Procedure:

Complaints alleging discrimination, harassment, and/or retaliation in employment subject to the accompanying Board Policy will be addressed through the following procedures:

1. Filing a Complaint

- Method of Filing: Complaints may be submitted in writing, orally, or through an online form (if available).
- Contact Information: A Complainant may bring their complaint to the Equal Employment Opportunity Officer (“EEO”), their direct supervisor, another supervisor, the Superintendent, or a complaint hotline or ombudsperson, if available. A Complainant is not required to bring their complaint directly to their immediate supervisor.
 - Any supervisor that receives a complaint or information regarding an employee being discriminated against, harassed, or retaliated against pursuant to these procedures will report such complaint or information to the Equal Employment Opportunity Officer.
- Content of Complaint: To the extent reasonable, the Complaint should include the Complainant's name, a description of the incident, the date and location of the incident, the name of the person alleged to have committed the incident, the name(s) of any witnesses, any relevant evidence, and any other information.

2. Timeline and Initial Response

- Acknowledgment: Complaints will be acknowledged within 5 business days.
- Investigation Timeline: The EEO officer or designee will complete investigations within 30 business days of receiving a complaint, with extensions communicated if necessary.

Adopted on:

Revised on:

Page 3 of 5

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- The EEO officer or designee assigned to complete the investigation will be impartial and qualified to conduct the investigation.

3. Investigation Process

- Confidentiality: The District will maintain confidentiality to the greatest extent possible.
- Interviews and Evidence Collection: Involves interviewing relevant parties and collecting evidence in an impartial manner.
 - The EEO officer or designee shall meet with the Complainant, the person accused, and any other witnesses the EEO officer or designee determines are necessary to meet with to obtain relevant information.
 - The EEO officer or designee will keep documentation of and track the investigation for reasonable progress.
 - The EEO office or designee will also determine whether interim remedial measures should be implemented before the investigation is completed to prevent additional incidents or harm, but in no case will the interim remedial measures be retaliatory.
- Rights of the Complainant and Respondent: Both parties are informed of their rights, including the right to present evidence.

4. Resolution and Remedies

- Findings: Upon conclusion, the EEO officer or designee will provide a written summary of findings and any recommended actions.
- Remedies: If discrimination, retaliation or harassment is found, the District will implement corrective actions, such as training, policy changes, or other remedies.
- Recordkeeping: All complaints and investigation documents will be securely stored and retained per state and federal requirements.
- Additional complaint options: The Complainant may also file a complaint with the California Civil Rights Department (CRD) or the Equal Employment Opportunity Commission (EEOC).

5. Appeals Process

- Initial Appeal to the District Board
 - Right to Appeal: If a complainant disagrees with the outcome of the investigation, they may file an appeal to the School District Board within 15 days of receiving the decision.

Adopted on:

Revised on:

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- Board Review: The Board will review the appeal and provide a written decision within 30 days.

Additional Provisions Preventing Discrimination:

- Non-Retaliation: Retaliation against individuals who file complaints or participate in investigations is strictly prohibited.
- Annual Training: The District will conduct training for all staff to promote awareness of equal opportunity policies and the complaint procedure.
 - CRD sexual harassment online training courses link:
<https://calcivilrights.ca.gov/shpt/>
- The District will disseminate this policy and administrative regulation through the following methods:
 - Displaying it in a prominent location in the main administrative building;
 - Providing it to each staff member at the beginning of the first quarter or semester of the school year, or at the time a new employee is hired;
 - Providing a copy in the employee handbook which will be accompanied by an acknowledgement form that must be signed and returned by the employee;
 - Publicly posting on the District's website;
 - Discussing these policies upon hire and in new hire orientation; and
 - In any District publication that sets forth the comprehensive rules, regulations, procedures, and standards of conduct.
- The District will post all required posters developed by CRD, in a prominent accessible location at each work site.
- At any work site that contains 10 percent or more persons who speak a language other than English as their spoken language, this policy will be translated accordingly.

Adopted on:

Revised on:

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Nondiscrimination, Harassment, and Bullying (Students) Policy 1-102

Scope:

This policy serves as the District’s anti-discrimination, anti-harassment, intimidation, and bullying policy related to students.

The policy covers all acts related to school activity or school attendance within the District’s jurisdiction, including:

- Conduct occurring on school grounds;
- Conduct during school-sponsored activities; and
- Conduct that impacts school attendance and activities.

Purpose

The District is committed to providing a safe school environment that allows all students equal access and opportunities in the District’s programs and activities, free from discrimination, harassment, intimidation, and bullying.

All students have the right to participate fully in the educational process free from discrimination and harassment.

1. Generally

The District prohibits discrimination, harassment, intimidation, and bullying of any student based on the student’s actual or perceived characteristics, including:

- Disability;
- Gender, gender identity, and gender expression;
- Nationality, race, or ethnicity;
- Religion;
- Sexual orientation;
- Immigration status; and
- Association with a person or group with one or more of these characteristics.

Adopted on:

Revised on:

Page 1 of 5

The policies are developed in collaboration with the Small School Districts’ Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

This prohibition includes all forms of unlawful conduct, including:

- Sexual harassment
- Hate-motivated behavior
- Bullying and cyberbullying

In an effort to enforce this Policy, all staff must intervene when safe to do so if they witness prohibited conduct and must immediately report the prohibited conduct as required by law and District Policy.

2. Definitions

- Discrimination means the denial of, or unequal treatment in, access to educational programs, activities, or benefits, or the provision of unequal services, based on a person's actual or perceived membership in a protected class, identified above.
- Harassment means conduct based upon a protected characteristic that is sufficiently severe, pervasive, or persistent such that it creates an intimidating, hostile, or offensive educational environment, or interferes with a student's ability to participate in or benefit from the District's programs or activities.
- Bullying means any severe or pervasive physical or verbal act or conduct, including electronic communication, directed toward one or more students that has or can be reasonably predicted to have the effect of:
 - Placing a student in reasonable fear of harm to the student's person or property; causing a substantially detrimental effect on a student's physical or mental health; substantially interfering with a student's academic performance; or substantially interfering with a student's ability to participate in or benefit from the services, activities, or privileges provided by the District.
- Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that has the purpose or effect of:
 - Creating an intimidating, hostile, or offensive educational environment;
 - Interfering with a student's academic performance; or
 - Affecting a student's ability to participate in or benefit from the District's programs or activities.

Adopted on:
Revised on:

Page 2 of 5

3. Complaint and Investigation

The District has a Uniform Complaint Procedure to address complaints of discrimination, harassment, intimidation, and bullying. Generally, the Uniform Complaint Process has:

- A defined timeline for investigation and resolution;
- An appeal process for complainants; and
- Translation of complaint forms as required by law.

The District also has a Title IX Policy that addresses sexual harassment complaints that fall within the parameters of Title IX.

4. Response and Corrective Action

If the District substantiates any complaint of discrimination, harassment, intimidation and bullying, the District shall take appropriate action to:

- Stop the conduct;
- Prevent recurrence; and
- Address the effects on the affected student.

The District may impose disciplinary measures in accordance with law and Board policy.

5. Student and Parent Notification

The District shall:

- Inform students and parents/guardians of this policy and complaint procedures; and
- Make the policy accessible through District publications and the District website.

6. Non-Retaliation

No student shall be subjected to retaliation for reporting or participating in the investigation of discrimination, harassment, intimidation, or bullying.

Adopted on:

Revised on:

Page 3 of 5

Administrative Regulations

1. Sexual Harassment

Examples of the types of conduct that are prohibited may constitute sexual harassment whether committed by a supervisor, a coworker, a student, or a non-employee include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions.
- Pressure to engage in sexual activity.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, innuendoes, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body.
- Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, graffiti, or computer-generated images of sexual nature.
- Spreading sexual rumors.
- Teasing or making sexual remarks about students enrolled in a predominantly single-sex class.
- Unwelcome physical contact such as massaging, grabbing, fondling, stroking, or brushing the body.
- Touching an individual's body or clothes in a sexual way.
- Cornering, leaning over, impeding, or blocking normal movements or any other physical interference with school activities when directed at an individual on the basis of sex.
- Displaying sexually suggestive objects.

Adopted on:
Revised on:

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2. Training & Promotion of Policy

District staff should be trained regarding this policy and how to effectively identify, prevent, reduce and/or eliminate unlawful discrimination, harassment, intimidation, and bullying.

The District strongly encourages students, teachers, and other District staff to positively promote this policy through awareness campaigns, poster contests, artwork, or other appropriate school-related activities.

Adopted on:

Revised on:

Page 5 of 5

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Title IX

Policy 1-103

Scope:

The District does not and will not discriminate on the basis of sex in its education program and activities that it operates pursuant to Title IX and its regulations.

This policy applies to all students, employees, parents, community members, and third parties involved in District activities, whether on or off campus and extends to admissions and employment.

Inquiries regarding the application of Title IX and its regulation may be referred to the Title IX Coordinator, the Assistant Secretary, or both.

Purpose:

The District is committed to maintaining an educational environment and workplace that is free from harassment and discrimination. Retaliation against any individual involved in the complaint process is also prohibited.

Conduct that falls within the jurisdiction of the Title IX shall be handled under the Title IX procedures set forth herein.

Prohibition Conduct

The District prohibits sexual harassment and retaliation as defined by Title IX and its regulations.

The District will adopt procedures in the accompanying Administrative Regulation for addressing complaints and incidents of sexual harassment and retaliation under Title IX. The District will comply with all Title IX procedures as required under the law and any other applicable state and federal laws and regulations.

Title IX Sexual Harassment

1. **Quid Pro Quo:** When a District employee conditions District benefits, services, aids, etc. on participation in unwelcome sexual conduct.
2. **Hostile Environment:** Unwelcome sexual conduct that is so severe, pervasive, and objectively offensive that it denies a person equal access to District educational programs/activities.
3. **Sexual Assault, dating violence, domestic violence, or stalking:** Defined in 20 U.S.C. § 1092 and 34 U.S.C. § 12291

Adopted on:

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Revised on:

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The sexual harassment must have occurred:

1. In the United States;
2. In the District's educational program or activity in which the District exercises control over the harasser and the circumstances in which the harassment occurs; and
3. The victim must have been participating in the District's educational program/activity at the time the harassment occurred.

Complaints that do not satisfy the above Title IX definition may still violate other Board Policies such as Board Policies 1-101 and 1-102 and shall be addressed in accordance with those policies.

Actual Knowledge Requirement

The District shall respond to sexual harassment promptly and without deliberative indifference when it has actual knowledge of the harassment allegations. Actual knowledge is provided through either (1) submission of a complaint; or (2) other circumstances demonstrating that an employee of the District knew or should have known of the allegations.

Notice and Posting Requirements

The District will comply with all notice and posting requirements provided in 34 CFR § 106.8, Education Code § 221.61, and all other applicable law.

Adopted on:

Revised on:

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Administrative Regulations

Complaint and Reporting Procedures:

1. Filing a Complaint: Any individual who experiences or witnesses sexual harassment should report the incident promptly to the Title IX Coordinator or any District employee.
2. Title IX Coordinator Contact:
 - Name:
 - Title:
 - Address:
 - Phone:
 - Email:
3. Confidentiality: Confidentiality will be maintained to the extent required by law.

Basic Requirements of the Grievance Process:

The District's grievance process requires all of the following in accordance with 34 C.F.R. § 106.45:

1. Treating complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent and by following the grievance process before imposing any disciplinary sanctions or actions that are not supportive measures as defined in 34 C.F.R. § 106.30, against respondent.
 - a. Remedies must be designed to restore or preserve equal access to the education program or activity. These remedies may include the supportive measures defined in 34 C.F.R. § 106.30 however they do not need to be non-disciplinary or non-punitive.
2. Objective evaluation of all relevant evidence and credibility determinations are not based on a person's status as a complainant, respondent, or witness.
3. The Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal resolution shall not have a conflict of interest or bias. All of these individuals will receive training on the definition of sexual harassment, the scope of the District' education program/activity, how to conduct an investigation and grievance process including hearings, appeal, and informal resolution process, and how to serve impartially.

Adopted on:

Revised on:

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- a. In addition, decision-makers will receive training on any technology to be used at a live hearing and on issues of relevant questions and evidence.
 - b. Investigators will receive training on issues of relevance to create an investigation report that fairly summarizes relevant evidence.
4. A presumption that respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the process.
5. Prompt timelines for concluding the grievance process, filing and resolving appeal, informal resolution (if offered), and a process that allows for temporary delay of the process or extensions of time for good cause with written notice to the complainant and the respondent.
 - a. Good cause includes absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.
6. The range of possible disciplinary sanctions and remedies.
7. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard.
8. Includes appeal bases and procedures.
9. The range of supportive measures.
10. Does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege unless such privilege has been waived.

Supportive Measures:

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

Supportive measures are non-disciplinary, non-punitive individualized services that may be offered as appropriate to the complainant or respondent regardless of whether a formal complaint is filed. These measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. These measures may include:

1. Counseling,
2. Extensions of deadlines or other court-related adjustments,
3. Modifications of work or class schedules,
4. Campus escorts,
5. Mutual contact restrictions,

Adopted on:

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6. Changes in work locations
7. Leaves of absences, and
8. Increased security and monitoring of certain areas on campus.

Notice of Allegations:

The Title IX Coordinator, upon receipt of a formal complaint, will provide written notice to the parties who are known as required in 34 C.F.R. § 106.45(b)(2). The written notice will contain all elements required in 34 C.F.R. § 106.45(b)(2).

Dismissal of a Formal Complaint:

A formal complaint must be dismissed, if:

1. the conduct alleged in the formal complaint would not constitute sexual harassment under Title IX even if proved;
2. the conduct did not occur in the District's education program or activity; or
3. the conduct did not occur against a person in the United States.

Such a dismissal does not preclude the complaint from being addressed under another Board Policy.

A formal complaint or any allegation may be dismissed if at any time during the investigation or hearing:

1. A complainant notifies the Title IX Coordinator in writing that they would like to withdraw the formal complaint or allegation therein;
2. The respondent is no longer enrolled or employed by the District; or
3. Specific circumstance prevents the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations.

Prompt written notice of dismissal and the reasons therefore will be sent simultaneously to the parties.

Consolidation of Complaints:

Complaints may be consolidated in accordance with 34 C.F.R. § 106.45(b)(4).

Adopted on:

Revised on:

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Informal Resolution:

The District may offer informal resolution after a formal complaint is filed but before a determination regarding responsibility is made when all the requirements of 34 C.F.R. § 106.45(b)(9) are met, including:

1. Providing the required written notice to the parties under 34 C.F.R. § 106.45(b)(9)(i);
2. Obtaining the parties' voluntary, written consent to the informal resolution process; and
3. Not offering or facilitating an informal resolution process to resolve allegations that an employee sexually harassed a student.

Informal resolution may include mediation and is not required.

Investigation:

The burden of gathering sufficient evidence to reach a determination rests with the investigator and not on the parties.

The Superintendent will designate an employee to be the investigator.

The investigator shall comply with all requirements set forth in 34 C.F.R. § 106.45(b)(5), including:

1. Provide equal opportunity for the parties to present witnesses and other evidence;
2. Not restrict the ability of either party to discuss the allegations or to gather and present relevant evidence;
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied by an advisor of their choice who may but is not required to be an attorney;
4. Provide written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings to parties whose participation is invited or expect with sufficient time for the party to prepare to participate;
5. Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegation raised in the complaint;
 - a. Prior to completing the investigative report each party and their advisor must be sent the evidence subject to inspection and review in electronic format or hard copy.
 - b. The parties have ten (10) days to submit a written response which the investigator will consider prior to completion of the investigative report.

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6. Create an investigation report that fairly summarizes relevant evidence at least ten (10) days prior to the determination of responsibility and send to each party and their advisors for their review and written response.

Determination:

The Superintendent will designate an employee to be the decision maker. The decision maker cannot be the Title IX Coordinator or the investigator.

Prior to a determination being made, the decision maker must:

1. Allow each party an opportunity to submit written, relevant questions that they want to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
 - a. Questions and evidence regarding complainants' sexual predisposition or prior sexual behavior are not relevant, unless offered to provide that someone other than the respondent committed the alleged conduct or concern specific incidents of complainant's prior sexual behavior with response to the respondent and are offered to prove consent.
 - b. The decision maker will explain to the party proposing the questions any decision to exclude a question as not relevant.

The decision maker will use the standard of preponderance of the evidence in making their determination. This will be the standard of evidence for all sexual harassment complainants.

The decision maker must provide the written determination to the parties simultaneously. The written determination will be sent within sixty (60) of receipt of the complaint unless extended for good cause with written notice to the complainant and the respondent pursuant to 34 C.F.R. § 106.45.

The written determination will include the required elements in 34 C.F.R. § 106.45(b)(7), including:

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from receipt of the complaint through the determination, including any notifications to the parties, interviews, site visits, and methods used to gather evidence;
3. Findings of fact supporting the determination;

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4. Conclusions regarding the application of the District; code of conduct to the facts;
5. A statement of and rational for the results as to each allegation including a determination regarding responsibility, any disciplinary sanctions imposed on the response, and any remedies; and
6. The District's procedures and permissible basis for the complainant and respondent to appeal.

Appeals:

The District will:

1. Notify the other party in writing when an appeal is filed and will implement appeal procedures equally for both parties;
2. Ensure that the decision maker for the appeal is not the same person as the Title IX Coordinator, investigator, or decision maker that made the determination regarding responsibility or dismissal;
3. Ensure the decision maker complies with 34 C.F.R. § 106.45(b)(1)(iii);
4. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenge, the outcome;
5. Issue a written decision describing the result of the appeal and the rationale for the result;
6. Provide the written decision simultaneously to both parties.

A complainant or respondent may appeal from a determination regarding responsibility or a dismissal of a complaint or any allegations therein on the following bases provided in 34 C.F.R. § 106.45(b)(8):

1. Procedural irregularity that would affect the outcome of the matter;
2. New evidence that was not reasonable available at the time the decision was made that could affect the outcome of the matter; and
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias.

An appeal must be submitted in writing explaining the bases for the appeal within ten (10) days of the issuance of the determination of responsibility or dismissal.

A written decision on the appeal will be provided simultaneously to both parties within twenty (20) days from receipt of the appeal.

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Remedies:

The District shall provide remedies to a complainant where a determination of responsibility for sexual harassment has been made against respondent. Remedies must be designed to restore or preserve equal access to the education program or activity. These remedies may include the supportive measures defined above; however, they do not need to be non-disciplinary or non-punitive. The Title IX Coordinator is responsible for the effective implementation of any remedies.

Disciplinary Actions:

1. For Students: Disciplinary measures may include suspension or expulsion for students in grades 4-12. Other actions may include but are not limited to transfer from a class to the extent permitted by law, conference with a parent/guardian, denial of participation in extracurricular or cocurricular activities to the extent permitted by law, and positive behavior supports.
2. For Employees: Disciplinary actions may range from warnings to dismissal, depending on the severity of the misconduct.

Recordkeeping:

The Title IX Coordinator will maintain all required records under 34 C.F.R. § 106.45(b)(1), including all complaints, investigations, outcomes including supportive measures, appeals, informal resolutions, and training materials for no less than seven years.

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Prohibition of Derogatory Native American Terms as School or Athletic Team Names, Mascots, or Nicknames

Policy 1-104

Scope:

The Governing Board is committed to promoting equity, inclusion, and respect for all communities. In compliance with the California Racial Mascots Act (AB 3074), the district prohibits the use of derogatory Native American terms as school or athletic team names, mascots, or nicknames to honor the diverse cultures and histories within our community.

Derogatory Native American Terms: Terms, symbols, or imagery that perpetuate stereotypes, cultural appropriation, or disrespect toward Native American communities, including their traditions, history, or identity. These terms include, but are not limited to, names such as Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Savages, Squaw, and Tribe. Additional terms may be identified by the Superintendent or designee as necessary to uphold this policy's purpose.

Purpose

The intent of this policy is to promote equity, inclusion, and respect for all communities. In compliance with the California Racial Mascots Act (AB 3074), the District prohibits the use of derogatory Native American terms as school or athletic team names, mascots, or nicknames to honor the diverse cultures and histories within our community.

Prohibitions:

1. Effective July 1, 2026, all schools in the District shall cease the use of any derogatory Native American term as a school or athletic team name, mascot, or nickname.
2. Schools may continue to use uniforms or other materials purchased before July 1, 2026, under the following conditions:
 - The school selects a new name, mascot, or nickname.
 - The school refrains from purchasing or acquiring uniforms, that include or bear the prohibited term.
 - However, uniforms with the prohibited term may be replaced up to 20% of the total number used during the 2025–26 school year to account for damage or loss until January 1, 2028.
 - The school refrains from purchasing or acquiring yearbooks, newspapers, programs, or other materials that include or bear the prohibited term in its logo or cover title.

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- The school refrains from purchasing or constructing new or replacement fixtures, including marquees, signs, and gymnasium floors, that display the prohibited term. The school must remove the prohibited term no later than the next time it would be replaced in the normal course of maintenance.

Implementation:

1. **Transition Plan:**
Each school currently using a prohibited term shall develop a transition plan, approved by the Superintendent, that includes:
 - Selection of a new name, mascot, or nickname;
 - Timeline for phasing out the prohibited term in compliance with legislative requirements; and
 - Budget and timeline for updating materials and fixtures.
2. **Community Engagement:**
The District encourages input from students, parents, and community members in selecting a new name, mascot, or nickname.
3. **Exceptions:**
 - Schools operated by an Indian tribe or tribal organization are exempt from this policy.
 - Schools may continue to use a derogatory Native American term, as defined by the State of California, if written consent is obtained from a local federally recognized tribe.
4. **Uniform Complaint Procedures:**
Complaints regarding violations of this policy may be filed using the District's Uniform Complaint Procedures.

Compliance:

This District will ensure compliance with all state requirements, including:

1. Removal of prohibited names, mascots, and nicknames from all materials and fixtures no later than the next scheduled maintenance or replacement cycle.
2. Completion of all transitions before the 2028-2029 school year.

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Accountability and Monitoring:

The Superintendent or designee shall oversee the implementation of this policy, ensuring adherence to timelines and legislative requirements. Regular updates will be provided to the Board regarding the status of compliance efforts.

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Animals in School

Policy 1-105

Scope:

This policy applies to all District schools, facilities, programs, and activities. It governs the use of service animals.

Policy Statement:

The Governing Board recognizes that service animals play an essential role in enabling individuals with disabilities to participate fully in educational programs and school activities. The District will follow all state and federal law regarding service animals and emotional support animals for students, employees, parents/guardians, and visitors with disabilities.

Equal Access:

The District shall permit service animals to accompany individuals with disabilities in all areas of District facilities where members of the public are allowed, subject to the requirements and limitations set forth in federal and state law.

- Individuals with disabilities shall not be denied access to District programs, services, or activities because they use a service animal.
- Service animals shall be permitted to accompany their handlers in all areas of District facilities where the public or program participants are normally allowed.
- To the extent required by law, the District shall make reasonable modifications to policies, practices, and procedures to accommodate service animals.

Purpose

The Governing Board is committed to ensuring that individuals with disabilities have equal access to District programs, services, and activities. This policy establishes the District's commitment to permitting individuals with disabilities to be accompanied by service animals in accordance with federal and California law.

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Definition of Service Animal

Under the Americans with Disabilities Act (“ADA”), a service animal is defined as a dog that has been individually trained to do work or perform tasks for the benefit of an individual with a disability. In certain circumstances, miniature horses may also qualify as service animals. The work or tasks performed must be directly related to the individual’s disability.

Emotional support animals, comfort animals, and therapy animals are not considered service animals for visitors. However, emotional support animals may be permitted for students with disabilities and employees with disabilities on a case-by-case basis.

Handler Responsibilities

- The handler is responsible for the care, supervision, and control of the service animal at all times.
- Service animals must be housebroken and under the handler’s control through a harness, leash, or other tether, unless such devices interfere with the animal’s work or the individual’s disability prevents their use.
- The handler is responsible for any damage caused by the service animal and for the cleanup and disposal of the animal’s waste.

1. Limitations on Inquiries

When it is not readily apparent that a dog is a service animal, District staff may ask only two questions: (1) Is the dog a service animal required because of a disability? and (2) What work or task has the dog been trained to perform? Staff shall not require documentation, ask about the nature of the disability, or require the animal to demonstrate its task.

2. Exclusion of Service Animals

A service animal may be excluded from District premises as permissible by law, including if: (1) the animal is out of control, and the handler does not take effective action to control it; (2) the animal is not housebroken; or (3) the animal poses a direct threat to health or safety that cannot be mitigated by reasonable

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modifications. If a service animal is properly excluded, the individual must be given the opportunity to participate in the program or activity without the animal.

3. Allergies and Fear of Animals

Allergies and fear of dogs are not valid reasons for denying access to individuals with service animals. The District shall make reasonable accommodations to address the needs of individuals with disabilities, allergies, or fears while ensuring equal access for the service animal handler.

Nondiscrimination and Complaints

The District prohibits discrimination against individuals with disabilities who use service animals. Any individual who believes the District has violated this policy or applicable disability rights laws may file a complaint through the District's Uniform Complaint Procedures (Board Policy and Administrative Regulation 2-204).

Students with Disabilities

Determinations regarding service and support animals for students with disabilities are made in accordance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and all other state and federal law as applicable.

Complaint procedures for violation of federal and state special education laws are governed by Board Policy and Administrative Regulation 3-402f.

Employees with Disabilities

Determinations regarding assistive and support animals for employees with disabilities as reasonable accommodations are handled through the District's interactive process. The District will comply with all federal and state laws regarding assistive and support animals for employees.

Any complaints related to assistive and support animals for disabled employees as an accommodation are handled pursuant to Board Policy and Administrative Regulation 1-101.

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Administrative Regulations

1. Definition of Service Animal

Under the Americans with Disabilities Act (28 C.F.R. § 35.104), a "service animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

- The work or tasks performed by a service animal must be directly related to the individual's disability. Examples include but are not limited to:
 - Guiding individuals who are blind or have low vision
 - Alerting individuals who are deaf or hard of hearing to sounds
 - Pulling a wheelchair
 - Assisting a person having a seizure

Service animals are working animals, not pets. The provision of emotional support, well-being, comfort, or companionship does not constitute work or tasks for purposes of this definition.

2. Miniature Horses

In certain circumstances, miniature horses that have been individually trained to do work or perform tasks for individuals with disabilities may also be permitted. The District shall assess requests for miniature horses on a case-by-case basis considering:

- Whether the miniature horse is housebroken
- Whether the miniature horse is under the handler's control
- Whether the facility can accommodate the miniature horse's type, size, and weight
- Whether the miniature horse's presence will not compromise legitimate safety requirements necessary for operation

The same requirements for service animals apply to miniature horses as well.

3. Access to District Facilities and Programs

To the extent required by law, service animals shall be permitted to accompany individuals with disabilities in all areas of District facilities and programs where members of the public, students, parents, or program participants are allowed to go.

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4. Permissible Inquiries

When it is not obvious that a dog is a service animal, District staff may ask only two questions:

- Is the dog a service animal required because of a disability?
- What work or task has the dog been trained to perform?

5. District staff shall not:

- Pet, feed, or otherwise interact with the service animal without the handler's permission
- Separate the service animal from the handler
- Assume responsibility for the care, feeding, or supervision of the service animal

When Service Animals May Be Excluded

A service animal may be excluded from District facilities or programs only under the following circumstances:

1. Animal is Out of Control

If the service animal is out of control and the handler does not take effective action to control it, District staff may request removal of the animal. The handler must be given the opportunity to gain control before the animal is excluded. If the handler is unable to control the animal, the District shall offer the person the opportunity to participate in the program or activity without the service animal.

2. Animal is Not Housebroken

If a service animal is not housebroken, it may be excluded. However, the handler must be given the opportunity to participate in the program or activity without the service animal.

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3. Direct Threat to Health or Safety

If the service animal poses a direct threat to the health or safety of others that cannot be eliminated or reduced to an acceptable level through reasonable modifications to District policies, practices, or procedures, the animal may be excluded. This determination shall be based on an individualized assessment that considers:

- The nature, duration, and severity of the risk
- The probability that potential injury will actually occur
- Whether reasonable modifications of policies, practices, or procedures will mitigate the risk

The determination that a service animal poses a direct threat shall not be based on fear, speculation, or stereotypes about the animal's breed or past behavior.

Allergies and Fear of Animals

Allergies and fear of dogs are not valid reasons for denying access or refusing service to individuals with service animals. When a person who is allergic to dog dander or has another competing disability and a person who uses a service animal must spend time in the same room or facility, the District shall accommodate both individuals.

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Governing Board Meetings

Policy 2-101

Scope:

This policy applies to all meetings of the Governing Board and its committees.

1. Regular Meetings:

- The Board shall hold regular meetings at a time and place determined annually and communicated to the public.
- Agendas for regular meetings shall be posted at least 72 hours before the meeting in a location accessible to the public and on the District's website.

2. Special Meetings:

- Special meetings may be called as needed and must adhere to the 24-hour public notice requirement, including agenda posting and notification to Board members and the media upon request.

3. Emergency Meetings:

- Emergency meetings may be called only in situations involving an urgent need for immediate action due to a disruption or threatened disruption of public facilities.
- Notice requirements for emergency meetings shall comply with Government Code § 54956.5.

4. Closed Sessions:

- The Board may conduct closed sessions only for purposes expressly permitted by law, such as personnel matters, litigation, and labor negotiations. The purpose of the closed session must be identified on the agenda.
- After closed session, the Board shall publicly disclose any action taken, as required.

Purpose

The Governing Board recognizes its obligation to conduct business in an open and transparent manner to maintain public trust and ensure accountability. This policy establishes the Governing Board's commitment to adhering to the Ralph M. Brown Act (Governing Code § 54950 et seq.), which mandates open meeting for local governmental bodies, including public school boards.

Adopted on:

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5. Public Participation:

- For Regular Meetings the Board shall provide an opportunity for members of the public to address the Board during meetings on any item within the Board's jurisdiction and items listed on the agenda.
- For Special Meetings and Emergency Meetings the Board shall only provide an opportunity for members of the public to address the Board on items listed on the agenda.
- Time limits for public comment shall be established to ensure orderly conduct of meetings.

6. Meeting Records:

- Minutes of all meetings shall be recorded and made available to the public promptly.
- Audio or video recordings, when created, shall be retained in compliance with the District policies and applicable laws.

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Administrative Regulations

Implementation of the Ralph M. Brown Act

1. **Agenda Preparation and Posting:**

- The Superintendent or designee shall prepare the agenda for all Board meetings in consultation with the Board President.

2. Each agenda item shall include a brief general description sufficient to inform the public of the subject matter and indicate whether items are for discussion, information, or action.

3. **Posting Requirements:**

- Regular Meetings: Post agendas at least 72 hours in advance.
- Special Meetings: Post agendas at least 24 hours in advance.
- Emergency Meetings: Provide notice per Government Code § 54956.5.
- Members of the public may request to place matters directly related to the District business on the agenda for regular Board meetings. Requests must be submitted in writing at least five school days before the meeting and include enough detail for the District to determine relevance. The District may decline requests unrelated to its business, outside the Board's authority, or items that have been recently decided by the Board.

“The Board shall not take action on any item not appearing on the posted agenda except as permitted by law.”

4. **Meeting Location:**

Meetings shall be held within District boundaries and in locations accessible to the public, except as otherwise permitted by law.

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5. Remote Participation:

Meetings conducted by teleconference or other remote means, including virtually, shall comply with applicable provisions of the Brown Act, including participation virtually due to good cause or public emergency.

6. Public Comment Procedures:

- At regular meetings, members of the public may address the Board on any item within the Board's jurisdiction, whether or not the item is on the agenda. At special or emergency meetings, public comment shall be limited to items listed on the agenda, consistent with the Ralph M. Brown Act.
- The Board may adopt reasonable regulations limiting the total time for public input and the time allocated to individual speakers.
- Speaker cards or other methods of registration may be used to manage the order of public comments.

7. Closed Sessions:

- The agenda for a closed session must include a brief general description of the items to be discussed, citing the specific statutory authority under which the session is being held.
- The Board shall report in open session any actions taken in closed session, as required by law. No minutes of closed session discussions shall be taken, in order to preserve confidentiality and compliance with the Ralph M. Brown Act.

8. Meeting Minutes and Records:

- The Superintendent or designee shall ensure the accurate recording of all Board actions and votes in the meeting minutes.
- Audio or video recordings, if made, shall be retained for at least 30 days and made available for public inspection during that time.

9. Public Notification:

- Meeting notifications and materials shall be posted on the District's website and physically at the District office in a location accessible to the public.

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- Upon request, the District shall make reasonable accommodations for individuals with disabilities to participate in Board meetings.

Adopted on:

Revised on:

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Governing Board Member Incompatible Office and Activities Policy 2-102

Scope:

This policy establishes required standards to prevent conflicts of interest, avoid incompatible offices and activities, and maintain public trust in Governing Board operations.

Incompatible Offices:

Board members shall not hold any office, position, or employment—public or private—that is incompatible with their duties as a member of the Governing Board.

An office or position is incompatible if it:

- Conflicts with or interferes with the proper performance of Board duties;
- Creates divided loyalties or compromises the Board member's ability to act solely in the best interests of the District; or
- Involves supervision, regulation, contracting with, or oversight of the District.

Examples of incompatible offices include, but are not limited to:

- Employment with the District or with an entity that does business with the District;
- Service on another board or commission that governs, regulates, or exercises authority over the District; or
- Holding a public office with decision making authority affecting District operations, finances, or policies.

Purpose

The Governing Board is committed to upholding the highest standards of ethical conduct and ensuring that Board members act in the best interest of the District.

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Incompatible Activities:

Board members shall avoid activities that conflict with their official responsibilities or undermine public confidence in the Board.

Incompatible activities include, but are not limited to:

1. Financial Interests

Accepting compensation, gifts, or other benefits in excess of legal limits or in violation of Fair Political Practices Commission (FPPC) rules from individuals or entities that do business with or seek to influence the District.

2. Use of Position for Personal or Outside Interests

Using Board position, title, or authority to advance personal, political, or financial interests unrelated to the District's mission.

3. Confidential Information

Disclosing, misusing, or allowing improper access to confidential information obtained through Board service.

4. Nepotism and Favoritism

Participating in decisions or discussions involving immediate family members, close associates, or organizations in which the Board member has a personal or financial interest.

5. Interference with District Operations

Attempting to direct or supervise District staff, or interfering in day-to-day operations outside of official Board action.

6. Outside Employment or Contracts

Engaging in employment, consulting, or contractual relationships that conflict with District interests or overlap with District business.

7. Unauthorized Representation

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Representing or speaking on behalf of the District without authorization by the Governing Board.

Disclosure and Recusal:

Board members shall promptly disclose any actual or potential conflict of interest and shall abstain from participation, discussion, and voting when required by law.

Board members shall comply with all applicable financial disclosure requirements, including the timely filing of Form 700 statements.

Appearance of Impropriety:

Board members shall avoid conduct that creates the appearance of impropriety or undermines public confidence in the integrity of the Governing Board.

Enforcement:

The Governing Board shall determine violations of this policy in accordance with applicable law.

Violations may result in censure, removal from Board committees, or other appropriate action permitted by law.

Implementation and Acknowledgment:

The Superintendent or designee shall ensure Board members receive this policy during orientation and periodically thereafter.

Board members shall annually acknowledge in writing their understanding of and compliance with this policy.

Legal Compliance:

This policy shall be interpreted and applied in a manner consistent with applicable state and federal law.

Legal References:

- Government Code §§ 1090, 1126
- Education Code §§ 35107, 35230
- California Constitution Article IV, Section 20

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Transportation Policy 2-103

Scope:

The purpose of this Board Policy is to ensure that the District complies with state regulations regarding the information related to transporting students within the district. The information shall be immediately available for inspection by or submission to the Superintendent of Public Instruction.

Availability of Required Transportation Information:

In the event that transportation is provided to District students, the District shall prepare and maintain the following information for presentation to the Superintendent of Public Instruction upon request:

Purpose

The District intends to offer transportation to students living within the District boundaries and accessible by bus. The District's provision of transportation and location of bus stops may require students to walk or be transported to a regularly established bus stop.

1. This Board Policy and Board Policy 6-101 which govern the operation of the District's transportation services including the limits within which transportation is offered to pupils and the distance pupils are required to walk to school or to a regularly established bus stop. The District offers transportation to students living within the District boundaries and accessibly by bus. Students may be required to walk or be transported to a regularly established bus stop.
2. A map of the District's boundaries displaying each bus route and stop, or a route schedule with an itinerary of the bus route and each stop to be accompanied by a District map on which routes may be identified.
3. A list of salaries paid for supervision, clerical, or administrative purposes.
4. If any classes offered within the District may require additional transportation for students enrolled in the class, such as double sessions or other irregularities, a schedule of such classes.
5. Logs of trips made other than between home and school by each bus. The log will include the miles traveled and number of children transported.

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Revised on:

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Role Of The Board

Policy 2-104

Scope:

The Governing Board is elected to provide leadership and citizen oversight for the District. The Board should be responsive to the values, beliefs, and priorities of the community.

1. Generally

The Governing Board shall exercise the powers and perform the duties prescribed by law in the governance of the District. The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law.

Purpose

The purpose of this policy is to define the role of the Governing Board in providing leadership, direction, and oversight of the District.

The Board is committed to establishing policies that promote student achievement, fiscal responsibility, and public trust while ensuring that all actions align with the District's mission and legal obligations.

2. Key Roles

By way of illustration and not limitation, the Governing Board exercises the following roles:

- Employing the Superintendent and setting policy for hiring of other personnel
- Overseeing the development and adoption of policies
- Establishing academic expectations and adopting the curriculum and instructional materials
- Establishing budget priorities and adopting the budget
- Providing safe, adequate facilities that support the District's instructional program
- Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

Adopted on:
Revised on: N/A

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3. Community Involvement

The Governing Board shall maintain open and effective communication with parents, students, staff, and community members in order to receive input and provide information regarding District programs, policies, and operations.

The Board shall consider community input in its decision-making process while exercising its authority in accordance with applicable law.

Individual Board members shall not act on behalf of the Board in responding to community concerns except as authorized by the Board.

Adopted on:
Revised on: N/A

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Governance Standards

Policy 2-105

Scope:

These standards apply to all members of the Governing Board and guide interactions with the Superintendent, staff, students, families, and the community.

Governance Commitments:

The Board shall govern in a manner that:

1. Prioritizes Students

- Keeps student learning, equity, safety, and well-being as the central focus of all decisions.

2. Acts Collectively

- Recognizes that authority rests with the Board as a whole and not with individual members.
- Accepts collective responsibility for Board decisions and performance.

3. Maintains Ethical Conduct

- Acts with integrity, professionalism, and civility.
- Avoids conflicts of interest and complies with all applicable laws and regulations.
- Maintains confidentiality of privileged and closed-session information.

4. Respects Roles and Boundaries

- Establishes policy and provides oversight while delegating administration to the Superintendent.
- Refrains from directing or managing staff outside of Board-authorized processes.

Purpose

The Governing Board is committed to ethical, effective, and transparent governance in service of all students. This policy establishes clear expectations for Board conduct, roles, and collective responsibility to maintain public trust and ensure high-quality educational outcomes.

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5. Promotes Transparency and Trust

- Conducts business openly and communicates clearly with the public.
- Welcomes diverse perspectives and ensures meaningful opportunities for community input.

6. Works Collaboratively

- Fosters a positive governance culture grounded in mutual respect and shared purpose.
- Maintains a constructive working relationship with the Superintendent.

7. Commits to Continuous Improvement

- Participates in ongoing governance training and professional development.
- Regularly evaluates Board effectiveness and governance practices.

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District Parent & Family Engagement Policy

Policy 2-201

Scope:

Parents and guardians shall have the right and opportunity to be informed and to participate in the education of their children in accordance with law.

Such rights include, but are not limited to:

- The right to be informed of their child's academic progress and school performance;
- The right to meet with teachers and school administrators;
- The right to observe classroom instruction consistent with District procedures;
- The right to receive information about school programs, curriculum, and standards; and
- The right to participate in school activities and advisory processes.

Purpose

The District recognizes that parents and family members are essential partners in student learning and that effective parent engagement contributes to improved student outcomes.

To the extent that the District receives Title I funds, the District also shall comply with applicable federal engagement for programs receiving federal funding.

1. Definitions:

- Annual Parent Notification means the written notice provided by the District to parents and guardians at the beginning of each school year that informs them of their rights and responsibilities, and of District policies and programs, as required by state and federal law.
- Family Engagement means active, two-way communication and partnership to support learning, implemented through mutual responsibility.
- Parent/Family means biological, custodial, or other guardians maintaining educational decision-making authority under law.

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2. **Parent Notification**

Parent notifications shall be provided in a format and language accessible to parents/guardians to the extent required by law. The District shall ensure that information regarding parent rights, responsibilities, and opportunities for engagement is (“Annual Parent Notification”):

- Distributed to parents/guardians annually; and
- Made available through District publications and the District website.

The District shall also provide parents/guardians with timely and accurate information regarding:

- Their child’s attendance and progress;
- School policies, rules, and procedures; and
- Programs, services, and opportunities available to their child.

3. **Family-Engagement in Decision-Making**

The District shall provide opportunities for parents and family members to participate meaningfully in District and school decision-making processes, including:

- Providing input on programs and plans affecting students; and
 - Participating in advisory committees or engagement processes, as applicable.
- State law and LCAP requirements emphasize the importance of seeking parent input in District decision-making.

Information should be provided in a manner that is accessible to all parents/guardians, including those with limited English proficiency or disabilities, as required by law.

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Administrative Regulations

1. Annual Notice

The Superintendent or designee shall ensure coordination of all required parent notifications to avoid duplication and ensure timely distribution.

The annual notice shall include, as applicable, notice of parent/guardian rights under the Protection of Pupil Rights Amendment (20 U.S.C. 1232h), including the right to inspect instructional materials used in connection with any survey, analysis, or evaluation funded in whole or in part by the United States Department of Education; the right to inspect, upon request and within a reasonable period of time, any survey created by a third party before it is administered or distributed to students; and any applicable procedures for exercising those rights.

The annual notice also shall advise parents/guardians of the District's arrangements to protect student privacy in the administration of surveys collecting protected information, and shall notify parents/guardians of the approximate dates of, and opportunity to opt their child out of, any survey that collects such information and is funded in whole or in part by the United States Department of Education, any nonemergency invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student, and activities involving the collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

No student shall be required, as part of any applicable program funded in whole or in part by the United States Department of Education, to submit to a survey, analysis, or evaluation that reveals protected information identified in 20 U.S.C. 1232h without prior written consent of the parent/guardian, unless otherwise authorized by law.

2. Promoting Engagement in Decision-Making

State law emphasizes the importance of seeking parent input in District decision-making processes. The Superintendent or designee shall provide opportunities, as appropriate, for parent and family input in District and school decision-making processes, which may include:

- Advisory committees;

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- Community meetings; and
- Engagement activities related to District plans and programs.

Common engagement opportunities:

- Annual Engagement & Capacity Building: Host flexible meetings, workshops, and trainings at convenient times to support family involvement. Provide childcare, translation, transportation, and virtual options to reduce barriers.
- School-Parent Compacts: Develop collaboratively at each school outlining responsibilities of staff, families, and students in academic achievement.
- Transparency: Publish district reports annually, including standardized test results, school climate data (absenteeism, suspension rates), and engagement metrics—presented within LCAP and Dashboard reports.
- Family Advisory Structures: Maintain and engage committee structures such as Parent Advisory Committees and DELAC/ELAC in policy development and review processes.

3. Equity & Access Focus:

The District shall strive to ensure that engagement opportunities are accessible to all families, including:

- Parents/guardians with limited English proficiency;
- Parents/guardians with disabilities; and
- Families of diverse backgrounds.

4. Coordination with District Programs

The Superintendent or designee shall coordinate parent engagement efforts with applicable District programs and plans, which may include:

- Local Control and Accountability Plan (LCAP) engagement processes; and
- Programs funded under state or federal law, as applicable.

5. Documentation and Review

The Superintendent or designee shall maintain documentation of parent engagement efforts sufficient to demonstrate compliance with applicable legal requirements.

Parent engagement practices may be periodically reviewed and adjusted to improve effectiveness and responsiveness to the needs of families.

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Student Records

Policy 2-202

Scope:

The policy applies to any and all official student records maintained by the District on any current or former student of the District.

The District will comply with all state and federal law regarding maintenance and access to student records, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”), 34 C.F.R. Part 99, California Education Code §§ 49060-49079, and 5 C.C.R. § 430-438.

Purpose

The purpose of this policy is to ensure proper student records are maintained on each student of the District and provide proper parent access to student records while preventing any unauthorized release of student information.

Policy Definitions

1. **Student:** “Student” means any individual who is or has been in attendance in the District and regarding whom the District maintains education records.
2. **Attendance:** “Attendance” includes, but is not limited to, in person, or virtually by other means, including correspondence, videoconference, satellite, Internet, or other technologies used when a student is not in the classroom, and also includes students who are enrolled in a District work-study program.
3. **Parent:** “Parent” means a natural parent, an adopted parent, or legal guardian.
4. **Eligible Student:** “Eligible Student” means a student who has reached 18 years of age or is attending an institution of postsecondary education.

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- 5. Student Record/Pupil Record:** “Student Record” or “Pupil Record” means any item of information directly related to an identifiable student, other than directory information, that is maintained by the District or required to be maintained by a District employee in the performance of his or her duties whether recorded by handwriting, print, tapes, film, microfilm, or other means. Student records do not include any of the following:
- Informal notes related to a student compiled by a District officer or employee that remain in the sole possession of the maker and are not accessible or revealed to any other person except a substitute.
 - Directory Information collected and/or maintained by the District in accordance with District Board Policy 2-203.
 - Law Enforcement Records of the law enforcement unit of the District.
 - Employee Records related exclusively to a District employee’s capacity as an employee.
 - Records created or received by the District after an individual is no longer a student in attendance and that are not directly related to the individual's attendance as a student in the District; and
 - Grades on peer-graded papers before they are collected and recorded by a teacher.
- 6. Legitimate Educational Interest:** “Legitimate Educational Interest” means an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or obligations to the District, require access to information in student records.
- 7. School Officials and Employees:** “School Officials and Employees” has the same meaning as defined in 34 C.F.R. § 99.31.

Prohibition on Collecting Certain Information

The District shall not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians, unless required by state or federal law. The District shall not compile any list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor disclose student information to federal authorities for the purpose of compiling such lists for immigration enforcement.

No District employee or contractor shall be required to disclose information related to a student's sexual orientation, gender identity, or gender expression to any other person without the student's consent, unless legally required to do so.

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The District's Custodian of Records

The Board hereby designates the Superintendent or designee as the District's Custodian of Records. The Custodian of Records is responsible for implementing the Board's policies regarding student records throughout the entire District. The Custodian of Records shall ensure that each school-site representative is properly implementing the District's policies at their designated site.

School-Site Representatives

The principal of each school-site or a certificated employee designated by the principal shall be the school-site representative responsible for implementing any District policies regarding student records at that school-site.

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Administrative Regulations

Process for Providing Access and Security of Records

Access to student records will be made in accordance with all applicable state and federal law.

The Custodian of Records shall be responsible for the security of student records maintained by the District and shall coordinate with the School-Site Representatives to devise procedures for assuring that access to such records is limited to authorized persons. Those procedures can include physical, technological, and administrative policy controls.

Records for each individual student shall be maintained in a central file at the school attended by the student, or when records are maintained in different locations a notation in the central file as to where such other records may be found is required.

All requests must be made to the Custodian of Records or School-site Representative, who will authenticate the requestor's identity and authorization to access the records. Qualified certificated personnel will be available to interpret records if requested.

If required by law, the Custodian of Records or School-site Representative will obtain written consent of the parent/guardian or eligible student prior to disclosing the student record. The written consent must comply with 34 C.F.R. § 99.30. Records will not be disclosed if proper consent is not obtained unless an exception to the consent requirement exists.

The requested access or copies shall be provided within five (5) business days of the date of the request. The District will charge for the actual cost of copying the records except as provided in Education Code § 49065.

Authorized access shall be as follows:

1. Absolute Right to Access:

- For students under 18 years of age, the parents of currently enrolled or former students have an absolute right to access to any and all student records related to their children that are maintained by the District. The District shall not edit or withhold any record unless it is permitted to by law;

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- If an individual with exceptional needs has reached age of 18 and has been determined to be incompetent under State law, the parent/guardian shall be granted absolute access; and
- Students who have reached 18 years of age or are attending an institution of postsecondary education.

The student record nor any part thereof, shall be withheld from the parent or eligible student requesting access.

2. Access Based on Legitimate Educational Interest

The District shall grant access to student records without parental consent or a judicial order where there is a “Legitimate Educational Interest” authorized by law.

The District shall only grant access to those particular records relevant to the legitimate educational interests of the requester as defined by Education Code § 49076(a)(1).

In granting access to records pursuant to a “Legitimate Educational Interest” the District will comply with Education Code § 49076, 34 C.F.R. §§ 99.31, 99.34, and 99.35, and all other applicable law.

All requests for access to student records shall be reviewed by the Custodian of Records and/or the School-Site Representative prior to the approval of any request. The individual making the request shall be responsible for providing documentation showing that he/she is authorized to access the requested records.

3. Access by Law Enforcement or Immigration Authorities

The District shall not provide any student records, personally identifiable information, or other data maintained by the District to law enforcement or immigration enforcement officers except as authorized by Education Code §§ 49076 and 49076.5, FERPA, or other applicable law.

Requests for student records, personally identifiable information, or other data maintained by the District by an immigration officer will be handled pursuant to Policy 6-102.

Staff shall receive periodic training on these requirements as part of the District’s annual compliance review.

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4. Compliance with Court Orders or Subpoenas

Student records and information will be furnished in compliance with a court order or lawfully issued subpoena in the manner required by Education Code §§ 49077-49078, 5 C.C.R. § 435, and all other applicable law.

5. Citizenship, Immigration Status, and Place of Birth

Information regarding a student's or family member's citizenship status, immigration status, place of birth, or any other information indicating national origin shall not be released, disclosed, or otherwise made available to any person or entity for immigration purposes, except as required by state or federal law or court order.

Any disclosure of such information shall be made only in accordance with Policy 6-102 (Immigration Enforcement on Campus and Notification Procedures) and applicable provisions of the California Attorney General's model immigration enforcement policy.

The District shall not collect information or documents regarding citizenship or immigration status, place of birth, or national origin of students or their family members except as required to administer a state or federally supported educational program.

6. Conditional Access

The District also has the discretion to grant "Conditional Access" to information contained in a student record pursuant to Education Code § 49076(a)(2). The District will follow Education Code § 49076, 34 C.F.R. Part 99, and all other applicable law in granting "Conditional Access."

All requests for access to or information from student records shall be reviewed by the Custodian of Records and/or the School-Site Representative prior to the approval of any request. The individual or agency making the request shall be responsible for providing documentation showing that he/she is authorized to access the requested records.

Procedures for Parent or Eligible Student Access to Student Records

The District shall maintain all student records at the following location (1) School Site Office for current students enrolled at the school, and (2) District Office for any former student no longer enrolled at a school site. If records are maintained in different locations a notation in the central file as to where such other records may be found is required

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Parents or eligible students requesting to copy, inspect, and/or review student records shall make their request to the Custodian of Records or School-site Representative. Qualified certificated personnel will be available to interpret records if requested.

The requested access or copies shall be provided within five (5) business days of the date of the request. If a parent or eligible student has requested to review or inspect student records, the District staff shall provide them with access to the records in a manner that ensures the continued integrity and privacy of the records being inspected or reviewed.

If a parent or eligible student is seeking copies of records, the District will charge for the actual cost of copying the records except as provided in Education Code § 49065.

Student Records Access Log

The Custodian of Records shall maintain a log for each student's record documenting all persons, agencies, or organizations requesting or receiving information from the record and the legitimate interests therefore. The log will comply with Education Code § 49064, 5 C.C.R. §§ 432 and 435, 34 C.F.R. 99.32, and all other applicable law.

Changes to Student Records

Any changes, challenges, or expungements to student records shall be made in accordance with the procedures outlined in Education Code §§ 49062.5, 49069, 49070, and 49071, 5 C.C.R. §§ 436-437, 34 C.F.R. §§ 99.20-99.22, and all other applicable law.

Types of Records Collected and Maintained by District

The principal of each school shall keep on file a record of enrollment and scholarship for each Student currently enrolled in said school.

All anecdotal information and assessment reports maintained as a student record shall be dated and signed by the individual who originated the data.

The District shall not compile any other student records except those records as defined by 5 C.C.R. § 432 and all other applicable law, including:

1. **“Mandatory Permanent Pupil Records”** are those records which the District is required by law to compile. The District shall maintain indefinitely all mandatory permanent pupil records or an exact copy thereof for every student who was enrolled in a District program.

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The mandatory permanent pupil record or a copy thereof shall be forwarded by the District whenever the District receives a request for student records from a public or private school in which the student has enrolled or intends to enroll. These records include:

- Legal name of the student
- Date of birth
- Method of verification of birth date
- Sex of the student
- Place of birth
- Name and address of the parent
- Address of minor student if different than above
- Annual verification of the name and address of the parent and residence of the student
- Entering and leaving date of each school year and for any summer session or other extra session
- Subject taken during each year, half-year, summer session, or quarter
- If marks or credit are given, the mark or number of credits toward graduation allows for work taken
- Verification of or exemption from required immunizations
- Date of high school graduation or equivalent

2. **“Mandatory Interim Pupil Records”** are records which the District is required to compile and maintain for stipulated periods of time and are then destroyed as per California statute or regulation, including:

- A log or record identifying persons (except authorized school personnel) or organizations requesting or receiving information from the record.
- Health information, including Child Health developmental disabilities Prevention Program verification or waiver.
- Participation in special education programs including required tests, case studies, authorizations, and actions necessary to establish eligibility for admission or discharge.
- Language training records.
- Progress slips and/or notices as required by Education Code §§ 49066 and 49067.
- Parental restrictions regarding access to directory information or related stipulations.
- Parent or eligible student rejoinders to challenged records and to disciplinary action
- Parental authorizations prohibitions of student participation in specific programs.
- Results of standardized tests administered within the preceding three years.

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3. **“Permitted Records”** are those student records which the District may maintain for appropriate educational purposes and may include:

- Objective counselor and/or teacher ratings
- Standardized test results older than three years
- Routine discipline data
- Verified reports of relevant behavioral patterns
- All disciplinary notices
- Attendance records not covered in the Administrative Code § 400.

Retention and destruction of student records will be made in accordance with 5 C.C.R. § 437 and all other applicable law.

Student Records from Social Media

The District may gather and maintain information from students' social media only under the conditions provided for in Education Code § 49073.6, and all other applicable law, including:

1. **Prior Notice:** The District shall notify students and parents/guardians about any proposed social media monitoring program and provide an opportunity for public comment at a regularly scheduled Board meeting before implementation.
2. **Limited Scope:** The District shall gather only information that directly pertains to school safety or student safety.
3. **Student Access:** Upon request, the District shall provide students access to any information gathered from their social media and an opportunity to correct or delete such information.
4. **Destruction Timeline:** Information gathered from social media shall be destroyed within one year after the student turns 18 years of age or within one year after the student is no longer enrolled, whichever occurs first.
5. **Parental Notice:** The District shall provide each parent/guardian of a student subject to the program with the required notification under Education Code § 49073.6.
6. **Third-Party Contracts:** Any contract with a third party to gather social media information shall prohibit the third party from using, selling, or sharing information beyond the contract's scope, and shall require destruction of information upon contract completion or student departure.

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Student Records Transfer

When student transfers to the District or from the District, including students in foster care, the District will comply with all applicable laws related to the transfer of their student records.

Annual Notice to Parents

The District shall notify parents in writing at least annually of their rights in regard to student records as required by Education Code § 49063.

When a student enrolls in the District, and at the beginning of each school year, the District shall provide parents/guardians and eligible students written notification in their home language, insofar as is practicable, of each of the following:

1. The types of student records and information contained therein which are directly related to students and maintained by the District.
2. The position of the official responsible for the maintenance of each type of record.
3. The location of the log or record required to be maintained pursuant to Education Code § 49063.
4. The criteria to be used by the District in defining “school officials and employees” and “legitimate educational interest.”
5. The policies of the District for reviewing and expunging those records
6. The right of the parent to access student records.
7. The procedures for challenging the content of student records.
8. The cost, if any, that will be charged to the parent for reproducing copies of records.
9. The categories of information which the District has designated as “Directory Information.”
10. Any other rights and requirements required by law and the right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of Section 444 of the General Education Provisions Act (20 U.S.C. § 1232g.)
11. The availability of prospectus prepared pursuant to Education Code § 49091.14.
12. The process and deadline by which a parent or eligible student may notify the District that they do not want their child’s/their directory information to be released. (Ed. Code, § 49073.)
13. A statement that the District does not release citizenship status, immigration status, place of birth, or any other information indicating national origin as directory information and that such information is protected from disclosure for immigration enforcement purposes

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(except where the District received the required consent by law). (Ed. Code § 234.7; AB 495)

14. A statement that parents/guardians may request that the District not release the student's name, address, email address, and telephone number to military recruiters without prior written consent.
15. Information about the District's policy regarding release of directory information to private schools, colleges, and other entities.

Cal Grant Grade Point Average Submission

The District shall provide the Student Aid Commission with the grade point average of all students in grade 12 for use in the Cal Grant program pursuant to Education Code § 69432.9 and all other applicable law.

No later than January 1 each year, the District shall notify each student in grade 11, and their parents/guardians if under 18, that the student's GPA will be forwarded to the Student Aid Commission by October 1 unless the student opts out within the time specified in the notice (not less than 30 days).

When Parent's Primary Language is Not English

When a parent's primary language is not English, the District shall make an effort to:

1. Provide interpretation of the pupil record in the primary language of the parent; or
2. Assist the parent(s) in securing an interpreter.

Contracts for Digital Storage, Management, and Retrieval of Student Records

The District may enter into a contract with a third party (1) to provide services, including cloud-based services, for the digital storage, management, and retrieval of student records, or (2) to provide digital educational software that authorizes a third-party provider of such software to access, store, and use student records in accordance with specified contractual provisions. When entering into a contract, the District will comply with all Federal and State law and will ensure that the third-party provider is bound to said compliance.

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Release of Directory Information Policy 2-203

Directory Information:

Directory information includes, but is not limited to, information regarding a student's:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date of birth
6. Dates of attendance
7. Participation in officially recognized activities and sports
8. Weight and height of members of athletic teams
9. Degrees, honors, and awards received; and
10. Most recent educational agency or institution attended.

Purpose

The purpose of this policy is to identify the categories of directory information that may be released and the restrictions on releasing that information.

Social Security Numbers Not Directory Information

Directory information does not include a student's social security number. (Ed. Code § 49061 (c); 34 CFR § 99.3.)

Citizenship and Immigration Status Not Directory Information

Directory information does not include a student's or family member's citizenship status, immigration status, place of birth, or any other information indicating national origin. Such information shall not be disclosed for immigration enforcement purposes except as required by state or federal law or court order.

Any request for such information shall be handled in accordance with Policy 6-102 (Immigration Enforcement on Campus and Notification Procedures) and Policy 2-202 (Student Records).

Privacy in Board Meeting Minutes

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A student's directory information or the personal information of a student or parent/guardian of a student shall not be included in the minutes of a Governing Board meeting except as required by judicial order or federal law if a student who is 18 years or old or a parent/guardian of a student has provided a written request to the secretary or clerk of the Governing Board to exclude such information from the minutes.

Parent Notification

When a student enrolls in the District, and at the beginning of each school year, the District shall provide parents/guardians and eligible students written notification in their home language, insofar as is practicable, of each of the following:

1. The types of student records and information contained therein which are directly related to students and maintained by the District.
2. The position of the official responsible for the maintenance of each type of record.
3. The location of the log or record required to be maintained pursuant to Education Code § 49063.
4. The criteria to be used by the District in defining “school officials and employees” and “legitimate educational interest.”
5. The policies of the District for reviewing and expunging those records
6. The right of the parent to access student records.
7. The procedures for challenging the content of student records.
8. The cost, if any, that will be charged to the parent for reproducing copies of records.
9. The categories of information which the District has designated as “Directory Information.”
10. Any other rights and requirements required by law and the right of the parent to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of Section 444 of the General Education Provisions Act (20 U.S.C. § 1232g.)
11. The availability of prospectus prepared pursuant to Education Code § 49091.14.
12. The process and deadline by which a parent or eligible student may notify the District that they do not want their child's/their directory information to be released. (Ed. Code, § 49073.)
13. A statement that the District does not release citizenship status, immigration status, place of birth, or any other information indicating national origin as directory information and that such information is protected from disclosure for immigration enforcement purposes (except where the District received the required consent by law). (Ed. Code § 234.7; AB 495)

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14. A statement that parents/guardians may request that the District not release the student's name, address, email address, and telephone number to military recruiters without prior written consent.
15. Information about the District's policy regarding release of directory information to private schools, colleges, and other entities.

Parent Withdrawal of Consent to Release Directory Information

The District shall not release directory information on a student if parent notifies the District that they do not want the information disclosed.

If a parent has notified the District that they do not want information released, the District shall obtain parent consent before any subsequent release of information. (Ed. Code, § 49073.)

Former Student Opt-Out Continuation

For any former student, the District shall continue to honor any valid request to opt out of the disclosure of directory information that was made while the student was in attendance. The opt-out shall remain in effect unless rescinded in writing by the former student or, if still a minor, the parent/guardian.

Release of Directory Information

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based upon a determination of the best interest of the student.

Military Recruiter Access to Directory Information

The District shall provide military recruiters, upon request, with the names, addresses, and telephone numbers of secondary students. However, the District will minimize the release of student telephone numbers in the absence of express parental consent.

The Superintendent or designee shall notify parents/guardians annually that they may request that the District not release the student's name, address, email address, and telephone number to military recruiters, employers, or institutions of higher education without prior written consent.

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If a parent/guardian or eligible student has submitted a written request to withhold this information, the District shall not release it without prior written consent.

Restrictions on Release to Private Profit-Making Entities

Directory information shall not be released to any private profit-making entity, except:

1. News media representatives for legitimate news-gathering purposes.
2. Employers and prospective employers, including military recruiters.
3. Private schools and colleges, which may receive names and addresses of 12th-grade students and students no longer enrolled, provided such information is used only for purposes directly related to the institution's academic or professional goals.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any organization based on a determination of the best interests of District students.

Homeless Students

If a student is identified as homeless child or youth as defined in Title 42, U.S. Code § 11434a(2) (Section 725 of the McKinney-Vento Homeless Assistance Act), his/her directory information shall not be released unless the District has received written consent from the parent, or the holder of parent's rights. (Ed. Code, § 49073; 42 USC § 11434a(2); 20 USC § 1232g.)

Directory information of such a homeless child or youth may be disclosed to facilitate an eye examination by a nonprofit eye examination provided authorized by Education Code § 49455.5 or a free oral health assessment hosted by a school as authorized by Education Code § 49452.8, unless the parent or student with parental rights, has provided written notice that they do not consent to the physical examination.

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Uniform Complaint Procedure

Policy 2-204

Scope:

The Board hereby adopts the Uniform Complaint Procedures as specified in 5 C.C.R. § 4600-4670.

This policy applies to all complaints related to all topics listed in Education Code § 33315, including:

1. Adult Education programs established pursuant to Education Code §§ 8500-8538, 52500-52617.
2. Consolidated categorical aid programs listed in Education Code § 64000(a).
3. Migrant child education established pursuant to Education Code §§ 54440-54445.
4. Career technical and technical education and career technical and technical training programs established pursuant to Education Code §§ 52300-52462.
5. Childcare and development programs established pursuant to Education Code §§ 8200-8498.
6. Discrimination, harassment, intimidation, and bullying based on protected characteristics, including but not limited to race, color, ancestry, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.
7. Lactation accommodations.
8. Educational rights of foster youth pursuant to Education Code §§ 48853, 48853.5, and 49069.6, and graduation requirements for foster youth, homeless youth, and other youth pursuant to Education Code § 51225.1.
9. Pupil fees pursuant to Education Code §§ 49010-49013.
10. Courses of study pursuant to Education Code § 51228.3.
11. Instructional minutes for physical education pursuant to Education Code § 51223.
12. Local control and accountability plans pursuant to Education Code § 52075.
13. Juvenile court schools pursuant to Education Code § 48645.7.

Purpose

The Governing Board is committed to ensuring compliance with applicable state and federal laws and regulations governing educational programs, services, and activities. The Board hereby provides a uniform system of complaint procedures to address allegations of violations covered under Education Code § 33315(a)(1). These procedures shall promote and prompt an equitable resolution of complaints to foster a safe and inclusive learning environment.

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14. School safety plans pursuant to Education Code § 32289.
15. Deficiencies related to preschool health and safety issues for California state preschool program pursuant to Education Code § 8235.5.
16. School or athletic team names, mascots, or nicknames pursuant to Education Code § 221.3.
17. Violation of Education Code § 243 regarding instructional materials.
18. Retaliation for reporting a violation of this policy, bringing complaining or participating in the complaint process.
19. Any other state or federal educational program the Superintendent or designee deems appropriate.

These complaint procedures do not apply to:

1. Complaints regarding employment discrimination, harassment, and retaliation, which are handled pursuant to Board Policy and Administrative Regulation 1-101.
2. Complaints regarding sexual harassment covered under Title IX, which are handled pursuant to Board Policy and Administrative Regulation 1-103.
3. Complaints regarding child nutrition programs established pursuant to Education Code §§ 49490-49590. Those complaints are governed by 7 C.F.R. §§ 210.19(a)(4), 215.11(e), 220.13(c), 225.11(b), and 250.15(d) and 5 C.C.R. § 15580-15584.
4. Complaints regarding special education programs established pursuant to Education Code §§ 56000-56856, 5900-59300. These complaints are governed by 34 C.F.R. §§ 300.151-300.153 and 5 C.C.R. §§ 3200-3205.
5. Complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments. These complaints are governed by 5 C.C.R. §§ 4680-4687.
6. Complaints regarding state preschool health and safety issues that are exempt from licensing. Those complaints are governed by 5 C.C.R. §§ 4690-4694.
7. Complaints alleging child abuse. Those complaints will be referred to the County Department of Social Services, Protective Services Division, or law enforcement.
8. Complaints regarding the health and safety of licensed facilities operating a Child Development Program. Those complaints will be referred to the County Department of Social Services.

The Board prohibits retaliation against any individual who files a complaint, participates in the complaint investigation process, or reports a concern.

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Administrative Regulations

Definitions

1. Compliance Officer: The person responsible for receiving complaints, investigating complaints, and ensuring the District's compliance:

Superintendent/Principal
2452 El Centro Blvd.
East Nicolaus, CA 95659
530-656-2407

The Compliance Officer may designate another person as the Compliance Officer to investigate and resolve a complaint, including requesting assistance from legal counsel. The District will ensure that the Compliance Officer or designee shall be knowledgeable about the laws/programs that they are assigned to investigate.

2. Complaint: A written and signed statement (including an email) alleging a violation of law or regulation, including discrimination, harassment, intimidation, or bullying. If the complainant is not able to put the complaint in writing, the District will assist the complainant in filing the complaint.
3. Complainant: Any individual, including a person's authorized representative or interested third party, public agency, or organization who files a complaint under this policy. A complaint on behalf of an individual student may only be filed by that student or that student's authorized representative.
 - Complaints alleging discrimination, harassment, intimidation, or bullying pursuant to this policy may be filed by anyone who believes they have personally suffered such discrimination, harassment, intimidation, or bullying or who believes a specific class of individuals have been subjected to discrimination, harassment, intimidation, or bullying, or by an authorized representative that alleges an individual student has been subjected to discrimination, harassment, intimidation, or bullying.
 - Complaints regarding pupil fees and local control and accountability plans may be filed anonymously if the Complaint provides evidence or information leading to evidence to support the allegations.
4. Respondent: The person or entity alleged to have violated policy, law, or regulation.

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Complaint Process:

1. Filing a Complaint

- Complaints may be filed in writing using the District's Uniform Complaint Form, available on the District's website, however the Complainant is not required to use this form
- Complaints must be submitted to the Compliance Officer or designee within one (1) year of the alleged violation.
 - For Complaints alleging unlawful discrimination, harassment, intimidation, or bullying the Complaint must be submitted within six (6) months from the date the alleged violation occurred or the date the Complainant became aware of the issue. Extensions for good cause, not to exceed ninety (90) days, may be granted upon written request by the Complainant. The Superintendent or designee will respond to such requests immediately.
 - For Complaints regarding the educational rights of foster youth, as specified in 5 C.C.R. § 4630.5, the one-year time line shall not apply.

2. Acknowledgment and Review

- The Compliance Officer or designee will acknowledge receipt of the Complaint in writing within five (5) business days.
- A preliminary review will determine whether the Complaint falls under the UCP or another District policy.

3. Investigation

- An impartial investigation will be conducted and completed within sixty (60) calendar days of receipt of the Complaint, unless extended by written agreement of the Complainant.
- The investigation will include interviews, document reviews, and other relevant fact-finding steps, as necessary.
- The investigation will include an opportunity for the Complainant, and/or their representative, to present evidence or information leading to evidence to support the allegations.
 - If a Complainant refuses to provide documents or other evidence related to the allegations, fails or refuses to cooperate in the investigation, or engages in any other obstruction of the investigation, the Complaint may be dismissed because of lack of evidence.
 - If the District refuses to provide the Compliance Officer or designee with access to records, information related to the allegations, fails or refuses to cooperate in the

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investigation, or engages in any other obstruction of the investigation, it may result in a finding that a violation has occurred and a remedy in favor of Complainant may be imposed.

4. Resolution

- The Compliance Officer or designee will issue and send Complainant a written investigation report within sixty (60) calendar days of receipt of the Complaint, unless extended by written agreement of the Complainant. The investigation report will include:
 - Findings of fact
 - Conclusion of law
 - Disposition of the complaint
 - Corrective actions, if warranted
 - Notification of appeal rights
 - Procedures to be followed for initiating an appeal to CDE
- If dissatisfied with the District's decision, the Complainant may appeal to the California Department of Education within thirty (30) calendar days of the investigation report. The appeal must include the Complaint, a copy of the investigation report, and must specify and explain the basis for appeal, including at least one of the following:
 - The District failed to follow its complain procedures;
 - The investigation report lacks material findings of fact necessary to reach a conclusion of law;
 - The material findings of fact in the investigation report are not supported by substantial evidence;
 - The legal conclusions in the investigation report are inconsistent with the law; and/or
 - In cases where the District finds noncompliance, the corrective action fails to provide a proper remedy.
- A Complaint that alleges discrimination, harassment, intimidation, or bullying may also be able to pursue civil law remedies including, but not limited to, injunctions, restraining orders, or other remedies or orders after sixty (60) have elapsed from the filing of an appeal to CDE. The sixty (60) day moratorium does not apply to injunctive relief and is applicable only if the District has appropriately and timely informed the Complainant of their right to file a complaint.
- Complaints alleging discrimination, harassment, and retaliation may also be filed with the U.S. Department of Education's Office for Civil Rights.

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Confidentiality:

Confidentiality shall be maintained to the extent possible without interfering with the investigation process or the District's legal obligations. The identity of Complainants alleging discrimination, harassment, intimidation, or bullying will remain confidential as appropriate. All parties involved in a Complaint are expected to respect the privacy of others.

Annual Notice:

The District shall annually notify all students, parents/guardians, employees, and other interested parties of its UCP policy and procedures. The notice will include the information required under 5 C.C.R. § 4622(b). The notice shall be provided in English and any other language spoken by 15% or more of the student population.

Recordkeeping

The Compliance Officer or designee shall maintain all Complaint records in accordance with state and federal law.

No Retaliation

The District prohibits retaliatory behavior or action against any person who complains, testifies, assists, or otherwise participates in the complaint process. However, disciplinary action may be taken against any person who is found to have made a complaint that he or she knew to be false.

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Uniform Complaint Procedures (UCP) Complaint Form

Marcum-Illinois UESD

Address: 2452 El Centro Blvd.

East Nicolaus, CA 95659

Phone: 530-656-2407

Website: www.marcum-illinois.org

Uniform Complaint Form

This form is to be used to file a complaint under the district's Uniform Complaint Procedures (UCP). For assistance in completing this form, please contact [Contact Name/Title] at [Phone Number] or [Email Address].

Complainant Information

• Name: _____

• Address: _____

• Phone Number: _____

• Email Address: _____

Student Information (if applicable)

• Student Name: _____

• Grade Level: _____

• School Name: _____

Details of the Complaint

1. Date of Incident: _____

2. Location of Incident: _____

3. Describe the specific issue or incident. (Include names of individuals involved, dates, and any other relevant information. Attach additional pages if necessary.)

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4. What steps have you taken, if any, to resolve this issue prior to filing this complaint?

5. What specific remedy or resolution are you seeking?

Optional Demographic Information

Providing this information is voluntary and will not affect the investigation of your complaint.

- Ethnicity: _____
- Gender: _____
- Primary Language: _____

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Acknowledgment and Signature

By signing below, I affirm that the information provided in this complaint is true and correct to the best of my knowledge.

- Signature: _____
- Date: _____

For District Use Only

- Date Received: _____
- Received By: _____
- Complaint Number: _____
- Assigned To: _____

Notes:

Adopted on:

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Volunteer Policy

Policy 2-205a

Scope:

Applies to all volunteers serving the District— in the classroom, on field trips, during extracurriculars, or other school-related functions.

Generally

- Volunteers are valued for enhancing students' educational experiences.
- Volunteers must work under the direct supervision of certificated staff or administrators and cannot replace District employees.
- All District policies—confidentiality, FERPA, non-discrimination—must be followed by volunteers.

Purpose

The Governing Board recognizes the valuable contributions of parents, guardians, and community members who volunteer their time and expertise to support the education of our students. This policy establishes clear categories and requirements to ensure a safe, productive, and respectful environment for volunteers, staff, and students while maintaining compliance with state and federal laws.

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Administrative Regulations

1. Volunteer Categories

- Limited Student Contact: Individuals participating in school events with limited student contact must:
 - Sign in/out at the office; wear district ID;
 - Remain under staff supervision; no unsupervised or one-on-one student interaction; and
 - No Live Scan fingerprinting unless deemed necessary by Superintendent.
- Frequent/Prolonged Student Contact (“Regular Volunteer”): Individuals that regularly volunteer and/or have extended supervision of students (e.g. overnight chaperone) must:
 - Approval by principal or Superintendent;
 - Must be at least 18 years old;
 - Sign in/out; wear visible ID;
 - Live Scan fingerprinting (DOJ and FBI);
 - Mandated Reporter Training per AB 506;
 - TB risk assessment and follow-up as required by law; and
 - Adhere to district child abuse prevention and supervision policies.

2. Training for Regular Volunteers

- Must attend orientation or receive written guidelines on:
 - Student confidentiality and FERPA;
 - Professional boundaries;
 - Mandated reporting of suspected abuse;
 - Emergency and safety procedures;
 - Appropriate attire and behavior;
 - Following staff instructions;
 - Student discipline authority (e.g. no authority to discipline)

3. Additional Requirements for Student Transportation

Volunteers using private vehicles on school-sponsored trips are classified as Regular Volunteers and must meet the following additional requirements:

- Be at least 21 years old (25 if transporting more than 9 students);
- Provide valid driver’s license and auto liability insurance;

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- Submit Motor Vehicle Report and meet medical, driving record, and vehicle safety standards per SB 88 (includes inspections, drug testing, training).

4. Prohibited Activities

Volunteers shall not:

- Engage in unsupervised, one-on-one student interactions unless pre-approved;
- Access or share confidential student records;
- Perform instructional or disciplinary roles without staff supervision;
- Engage in discriminatory, unsafe, or inappropriate conduct; or
- Violate any other District policy or law.

5. Termination of Volunteer Service

The Superintendent/designee may suspend or terminate volunteer status at any time if conduct, performance, or circumstances pose risks to student safety or conflict with District policy.

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Visitor Policy

Policy 2-205b

Scope:

All visitors to school campuses shall conduct themselves in a manner that does not disrupt the educational process or compromise the safety of students or staff.

Visitors include any individual on campus who is not a student or employee of the District, including:

- Parents/Guardians;
- Contractors; and
- Members of the Public.

Purpose

The Governing Board recognizes its responsibility to maintain a safe and orderly campus and to protect students and staff while allowing appropriate access to District programs and activities.

1. Generally

All Visitors shall:

- Report to the school office immediately upon entering campus;
- Provide identification upon request;
- Sign in using the District's visitor system, if applicable; and
- Sign out upon their departure.

If cleared to visit, Visitors shall receive a visitor badge or pass, which must be worn during their presence on campus.

2. Access and Supervision

Visitors shall:

- Remain in authorized areas only; and
- Be directed or escorted to their destination, as appropriate.

District procedures may include escort requirements to ensure campus awareness of visitor presence.

Visitors shall not record or photograph students or staff without prior authorization, except as permitted by law.

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3. Classroom Visits

Classroom visits shall:

- Be arranged in advance with the school office or principal; and
- Be conducted in a manner that does not disrupt instruction.

4. Denial or Revocation of Access

The principal or designee may deny or revoke a visitor's access to campus when necessary to:

- Maintain order;
- Protect student and staff safety; or
- Ensure uninterrupted school operations.

As permitted by law, visitors' access may be prohibited.

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Access to District Records

Policy 2-206

Scope:

This policy applies to all requests for inspection or copies of District records made by members of the public under the California Public Records Act (CPRA). It governs the procedures for responding to such requests, the types of records subject to disclosure, and the exemptions that protect certain information from public release.

This policy does not apply to requests for student records governed by the Family Educational Rights and Privacy Act (FERPA) and Education Code §§ 49060-49079, which are addressed in Board Policy 2-202 (Student Records).

Board Policy:

Purpose

The District is committed to transparency and accountability in its operations. This policy ensures compliance with the California Public Records Act (Government Code §§ 7920.000-7930.215) while protecting information that is exempt from disclosure under state and federal law.

The District shall comply with the California Public Records Act, Government Code §§ 7920.000-7930.215, and all applicable state and federal law related to access to District records.

1. Public Access to Records

The District shall make public records available for inspection, at all times during office hours, and provide copies upon request, except as otherwise provided by law. The public has a right to access information concerning the conduct of the people's business, and access to this information should not be unreasonably restricted.

2. Designation of Custodian of Records

The Superintendent or designee shall serve as the custodian of District records and shall be responsible for responding to requests for public records in accordance with this policy and the California Public Records Act.

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3. Response Timelines

The District shall determine whether a request for public records in whole or part seeks disclosable public records in possession of the District within ten (10) calendar days of receipt. The District shall notify the person making the request of the determination and reasons for the determination. In unusual circumstances, the District may extend this deadline by up to fourteen (14) additional days upon written notice to the requester.

4. Exemptions from Disclosure

The District shall not disclose records or information that is exempt from disclosure under the CPRA or other applicable law.

5. Fees for Copies

The District may charge fees to recover the direct costs of duplication pursuant to Government Code § 7922.530. Fees for electronic records shall be based on the direct cost of producing a copy of the record in an electronic format pursuant to Government Code § 7922.575.

Administrative Regulations

1. Receiving and Processing Requests

- Requests for public records may be submitted in writing, by email, or verbally. The District encourages written requests to ensure clarity and accurate tracking.
- Requesters are not required to provide identification, a reason for the request, or intended use of the records.
- As necessary, the Superintendent or designee will assist requestors in identifying requested records to the extent reasonable under the circumstances pursuant to Government Code § 7922.600

2. Response Requirements

Within ten (10) calendar days of receiving a request, the Superintendent or designee shall:

- Determine whether the request in whole or in part seeks disclosable public records in the possession of the District and notify the requestor of such determination and reasons for the determination; or
 - If the Superintendent or designee determines that the request seeks disclosable public records the Superintendent or designee must notify the requestor of the estimated date and time when the records will be made available.
 - If the request is denied in whole or in part the notification will be made in writing to the requestor and will set forth the name(s) and title(s) if each person responsible for the denial.
- Notify the requester of an extension of up to fourteen (14) additional calendar days due to unusual circumstances pursuant to Government Code § 7922.535.

3. Unusual Circumstances Permitting Extension

Unusual circumstances that justify extending the response deadline by up to fourteen (14) additional calendar days include:

- The need to search for and collect records from field facilities or other establishments separate from the office processing the request;
- The need to search for, collect, and examine a voluminous amount of separate and distinct records demanded in a single request;

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- The need to consult with another agency having a substantial interest in the request or among two or more components of the agency having substantial subject matter interest therein;
- The need to compile data. Write programming language or a computer program, or create a computer report to extract data;
- The inability to access electronic servers or systems due to a cyberattack in order to search for and obtain a record the District believes is responsive and is maintained on the servers or systems, but only until the District regains its ability to search for and obtain electronic records; or
- The need to search for, collect, and examine records when a declared state of emergency directly affects the District's ability to timely respond. This does not apply to a request for records created during and related to the state of emergency proclaimed by the Governor.

4. Records Exempt from Disclosure

The California Public Records Act lists categories of records that are exempt from disclosure. The District will not permit access to records that are exempt under the California Public Records Act and all other applicable law.

When a record contains both disclosable and exempt information, the exempt portions shall be redacted, where reasonably segregable, and the remaining disclosable portions shall be provided.

5. Student Records

Student records are not public records and are governed by the Family Educational Rights and Privacy Act (FERPA), Education Code sections 49060-49079, and Policy 2-202 (Student Records). Requests for student records shall be processed in accordance with those provisions.

6. Format of Records

- If a nonexempt record is available in electronic format and the requester requests an electronic copy, the District shall provide the record in the electronic format requested.
- The District is not required to create records that do not exist or compile data in a manner not already maintained.
- Disclosable portions of records shall be provided even when non-disclosable portions must be redacted.

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7. Fees and Cost Recovery

- Inspection of records is free of charge.
- The fee for copies shall be in compliance with Government Code § 7922.530 and all applicable law.
- For electronic copies, the fee shall be in compliance with Government Code § 7922.575 and all applicable law.

8. Records Retention

The District shall maintain records in accordance with applicable records retention schedules. Records responsive to a pending request shall not be destroyed until the request has been fulfilled or the matter is resolved.

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Williams Complaint Policy 2-207

Scope:

This policy applies to complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments.

The Board hereby adopts the Williams Complaint Procedures set forth in 5 C.C.R. § 4680-4687 and Education Code § 35186. The District will comply with such regulations and all other applicable law.

Purpose

The Governing Board is committed to ensuring appropriate access to instructional materials, all positions are appropriately filled, and the safety and well-being of its students and staff.

Definitions:

Good Repair: Means the facility is maintained in a manner that assures that it is clean, safe, and functional as determined pursuant Education Code § 17002.

Misassignment: Means (1) the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate; or (2) credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

Teacher Vacancy: Means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester or for an entire semester.

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Administrative Regulations

Complaints

Complaints shall be limited to those topics identified in 5 C.C.R. § 4680-4687 and Education Code § 35186 as follows:

1. A complaint related to instructional materials includes:
 - a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or District adopted textbooks or other required instructional materials to use in class.
 - b. A student does not have access to textbooks or instructional materials to use at home or after school.
 - This does not require two sets of textbooks or instructional materials for each student.
 - c. Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
 - d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. A complaint related to teacher vacancy or misassignment includes:
 - a. A semester begins and a teacher vacancy exists.
 - b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
 - c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. A complaint related to the condition of facilities that pose an emergency or urgent threat to the health or safety of students or staff as defined in Education Code § 17592.72(c)(1) and the requirements established pursuant to Education Code § 35292.5(a).

Filing a Complaint

Complainants may use the attached form for filing the complaint; however, use of the complaint form is not required. A complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they request it.

The complaint shall be filed with the site principal or designee of the Superintendent. A complaint that is filed beyond the authority of the principal will be forwarded to the appropriate school official within ten (10) working days.

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Complaints related to instructional materials shall identify:

1. The school;
2. The course or grade level in which the deficiencies in instructional materials exist;
3. The teacher of the course or grade level; and
4. The specific nature of the deficiencies.

Complaints regarding a teacher vacancy or misassignment shall identify:

1. The course or grade level in which the teacher vacancy or misassignment exists;
2. The specific nature of the vacancy or misassignment; and
3. If it is a misassignment, the name of the teacher who is misassigned.

Complaints regarding the conditions of facilities that pose an emergency or urgent threat to the health or safety of students or staff shall identify:

1. The specific school in which the condition exists;
2. The location of the facility;
3. Describe emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff; and
4. How the condition poses a threat to the health or safety of students or staff.

Notices

Notice shall be posted in each classroom in each school of the District notifying parents of the following required under 5 C.C.R. § 4684 and Education Code § 35186:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials each student, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair.
3. There should be no teacher vacancies or misassignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
4. The location at which to obtain a form to file a complaint in case of a shortage.

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Investigation and Response

The principal or designee of the Superintendent shall make all reasonable efforts to investigate any problem within their authority. The principal or designee of the Superintendent shall remedy a valid complaint within a reasonable time period not to exceed thirty (30) working days from the date the complaint was received.

The report will be provided in English and if Section 48985 is applicable, the primary language in which the complaint was filed.

The principal or designee of the Superintendent shall report to the complainant the resolution of the complaint within forty-five (45) working days of the initial filing of the complaint if the complainant identified themselves and requested a response. If the principal makes the report, the principal shall also report the same information in the same timeframe to the Superintendent or designee of the Superintendent.

All complaints and responses are public records.

Appeals

A complainant who is not satisfied with the resolution of the principal or designee of the Superintendent has the right to describe the complaint to the Board at a regularly scheduled meeting of the Board.

A complainant who is not satisfied with the resolution by the principal, or the district superintendent or his or her designee of the Superintendent, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of section 17592.72(c)(1), has the right to file an appeal to the Superintendent of Public Instruction within fifteen (15) days of receiving the report.

Complaints alleging more than one student does not have sufficient textbooks or instructional materials, as defined in Education Code § 60119(c), as a result of an act by the board or the Board's failure to act to remedy the deficiency may be filed with the Superintendent of Public Instruction.

Reports

The District shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the Board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Board. The report

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shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

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Williams Complaint Form

Pursuant to Education Code § 35186 and 5 C.C.R. §§ 4680-4687 complaints regarding instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments can be filed with the District. Complaints can be filed anonymously, however, if you would like a response to your complaint you must provide your contact information. Complaints and responses under this statute are public documents.

Complaints shall be filed with the site principal.

Name: _____

Mailing Address: _____

Email: _____

Phone Number: _____

Would you like a response? ☐ Yes ☐ No

Identify the school site: _____

Identify the specific location of the condition (if applicable): _____

Identify the course or grade level: _____

Identify the teacher (if applicable): _____

What is the topic of your complaint? Please check all that apply.

1. A complaint related to instructional materials.

☐ A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state adopted or District adopted textbooks or other required instructional materials to use in class.

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- ☐ A student does not have access to textbooks or instructional materials to use at home or after school.
 - ☐ Textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
 - ☐ A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
2. A complaint related to teacher vacancy or misassignment.
- ☐ A semester begins and a teacher vacancy exists.
 - ☐ A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class.
 - ☐ A teacher is assigned to teach a class for which the teacher lacks subject matter competency.
3. A complaint related to the condition of facilities.
- ☐ The condition of facilities that pose an emergency or urgent threat to the health or safety of pupils or staff as defined in Education Code § 17592.72(c)(1) or the requirements established pursuant to Education Code § 35292.5(a).

Please describe in detail the nature of your complaint. You may attach additional pages as needed to describe the situation or issue fully. For complaints concerning the condition of the facilities that pose an emergency or urgent threat to the health or safety of students or staff please describe how the condition poses such a threat.

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Health and Safety Complaints in License Exempt Preschools

Policy 2-208

Scope:

This policy applies to complaints regarding health and safety issues pursuant to Health and Safety Code § 1596.7925 in California state preschool programs that are exempt from licensing pursuant to Health and Safety Code § 1596.792(o).

The Board hereby adopts the Complaint Procedures set forth in 5 C.C.R. § 4680-4687 and Education Code § 8212. The District will comply with such regulations and all other applicable law.

Purpose

The District is committed to ensuring the health and safety of all of its students and staff. This policy and accompanying administrative regulation provide a complaint process for complaints regarding health and safety issues pursuant to Health and Safety Code § 1596.7925 in California state preschool programs that are exempt from licensing pursuant to Health and Safety Code § 1596.792(o).

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Administrative Regulations

Filing a Complaint

Complainants may use the attached form for filing the complaint; however, use of the complaint form is not required. A complaint must be filed with the preschool program administrator or designee. A complaint may be filed anonymously. A complainant who identifies themselves is entitled to a response if they request it.

Any complaint about issues beyond the authority of the preschool program administrator will be forwarded to the appropriate District official in a timely manner, not exceeding ten (10) working days.

Notice

As part of the District's annual notification pursuant to 5 C.C.R. § 4622, the District will clearly indicate which of its California State preschool programs are operating as exempt and which of its California State preschool programs are operating pursuant to title 22 licensing requirements.

Notice shall be posted in each California state preschool program classroom operating as exempt notifying parents/guardians, students, and teacher of the following:

1. The health and safety requirements under title 5 of the California Code of Regulations that apply to California state preschool programs pursuant to Health and Safety Code § 596.7925.
2. The location at which to obtain a form to file a complaint.

Investigation and Resolution

The preschool program administrator or designee shall make all reasonable efforts to investigate any problem within that person's authority.

The investigation shall begin within ten (10) days of receipt of the complaint.

The preschool program administrator or designee shall remedy a valid complaint within a reasonable time period, not to exceed thirty (30) working days from the date the complaint was received. The preschool program administrator or designee shall report to the complainant the

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resolution of the complaint within forty-five (45) working days of the initial filing. If the preschool program administrator makes this report, they will also report the same information in the same timeframe to the designee of the District. At the time the preschool program administrator or designee provides the report of the resolution to the complainant, they shall also provide a copy of the report to the preschool program's assigned field consultant at the Department.

The response and report will be provided in English and if Section 48985 is applicable, the primary language in which the complaint was filed.

All complaints and responses are public records.

Appeals

A complainant who is not satisfied with the resolution provided by the preschool program administrator or designee has the right to describe the complaint to the Board at a regularly scheduled hearing.

A complainant who is not satisfied with the resolution offered by the preschool program administrator or the designee has the right to file an appeal to the State Superintendent within thirty (3) days of the date of the written report. The complainant must comply with the appeal required of 5 C.C.R. § 4632. Failure to file a local appeal does not preclude the filing of a state appeal.

Reports

The District shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the Board. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the Board. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records. Additionally, the District shall report the same summarized data on a quarterly basis to the county superintendent of schools.

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Health and Safety in License Exempt Preschools Complaint Form

Pursuant to Education Code § 8212 and 5 C.C.R. §§ 4690-4694 complaints related to health and safety issues under Health and Safety Code § 1596.7925 regarding California state preschool programs that are exempt from licensing pursuant to Health and Safety Code § 1596.792(o) can be filed with the District. Complaints can be filed anonymously, however, if you would like a response to your complaint you must provide your contact information. Complaints and responses under this statute are public documents.

Complaints shall be filed with the site preschool program administrator.

Name: _____

Mailing Address: _____

Email: _____

Phone Number: _____

Would you like a response? ☐ Yes ☐ No

Identify the school site: _____

Please describe in detail the nature of your complaint. You may attach additional pages as needed to describe the situation or issue fully.

[illegible]

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School Site Council Policy

Policy 2-300

Scope:

Applies to all schools receiving state or federal categorical funds (including Title I). Requirements adjust based on site configuration: elementary, secondary, or unified.

Purpose

The District recognizes the critical role of the School Site Council (SSC) in ensuring effective school planning, family engagement, and alignment of resources with student needs. This policy establishes the formation, responsibilities, and operating procedures for SSCs at each school site in accordance with California Education Code and federal Title I requirements.

1. SSC Responsibilities:

- Conduct a comprehensive needs assessment using verifiable data (e.g., state/local performance data) to guide the Single Plan for Student Achievement (SPSA).
- Develop, approve, and annually review the SPSA, including categorical expenditures aligned with school goals, data trends, and the district's LCAP.
- Recommend the SPSA (and any material mid-year revisions) to the governing board for approval consistent with Education Code §64001(i).
- Ensure categorical funds supplement—not supplant—base resources and promote equity across schools.
- Monitor SPSA implementation, evaluate effectiveness, and recommend adjustments as needed.
- Advise on state and federal categorical expenditures.

2. Membership Composition:

- Maintain parity between school personnel (“Group A”) and parent/community/student representatives (“Group B”).
- Classroom teachers must form the majority of staff representatives.
- Elementary sites (K–6): include principal, teachers, other staff, and parents/community members. Parity may be satisfied with equal numbers when fewer than three teachers exist.
- Secondary sites (7–12): add student members elected by peers, ensuring equal representation between personnel and parents/community + students.

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- Unified sites: composition follows the grade segments across campuses.
- Employee-parents may only serve as parent reps at schools other than their own employment site.

3. Title I & Parent Engagement (Elementary & Secondary Title I Schools):

- SSC doubles as the Parent & Family Engagement Committee.
- Responsibilities include annually developing/reviewing:
 - The Parent and Family Engagement Policy
 - The School–Parent Compact
- Provide input on Title I expenditures tied to SPSA goals and retain documentation for compliance.

4. District Advisory Committee (DAC):

- When multiple Title I schools or supplemental state funding exists, establish a DAC.
- SSCs appoint representatives to the DAC to:
 - Review and align SPSAs with the district LCAP
 - Share feedback and report back to site councils.

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Administrative Regulations

1. Formation & Elections

- By September 30: Principal (or designee) initiates nomination/election across groups.
- Notices sent to staff, parents, students, explaining SSC's purpose and process.
- Election methods (ballot, vote) are documented and results submitted to the superintendent.

2. SSC Governance & SPSA Timeline

- Adopt internal bylaws consistent with EC §65000 (e.g., council size, officers, quorum, voting).
- SPSA timeline:
 - Begin draft by Oct 31
 - Final recommendation for board approval by February
 - Mid-year revisions allowed with SSC and board approval.

3. Meeting Procedures

- Schedule meetings at convenient times for stakeholders.
- Post agendas 72 hours in visible public spaces and online.
- Ensure minutes include required elements and are archived.

4. Title I Requirements

- Annually review/revise the engagement policy and compact.
- Ensure Title I spending aligns with parent input and SPSA goals.
- Keep documentation for compliance purposes.

5. DAC Representation

- Each site appoints at least one SSC member to the DAC to share site feedback district-wide.

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Budgeting & Financial Transparency

Policy 2-301

Scope:

This policy applies to the development, adoption, and public communication of the District's budget and related fiscal information.

It governs the Governing Board's role in ensuring that the budget process is conducted in a transparent and accountable manner, including public access to budget information and opportunities for public participation, as required by law.

Purpose

The District is committed to responsible fiscal management and transparency in alignment with California Education Code, Title 5 regulations, and applicable federal requirements.

1. Generally

The District maintains expectations for high-level fiscal transparency and accountability but does not prescribe detailed procedures for budget preparation, financial reporting, or operational recordkeeping, which shall be addressed through administrative regulations and District procedures.

2. Development and Adoption

The District's budget shall be developed, adopted, and monitored in a manner that promotes transparency, accountability, and public participation.

Prior to adoption, the Board shall hold a public hearing and provide notice and opportunity for public comment in accordance with law.

The District shall make its adopted budget and supporting information available for public inspection and shall comply with all applicable legal requirements regarding fiscal transparency.

Adopted on:

Revised on:

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Administrative Regulations

1. General Administration

The Superintendent or designee shall administer the District's budget processes in accordance with applicable law and Board policy.

The budget shall be developed and implemented in a manner that promotes:

- Fiscal responsibility
- Transparency and accountability
- Alignment with District priorities and goals

2. Budget Development and Preparation

The Superintendent or designee shall prepare the District's annual budget in accordance with law and shall ensure that the budget:

- Reflects the District's educational priorities and fiscal objectives;
- Is aligned with the Local Control and Accountability Plan (LCAP), as applicable; and
- Is based on reasonable and supportable assumptions regarding revenues, expenditures, and enrollment.

Appropriate financial data and supporting information shall be compiled to assist the Governing Board in informed decision-making.

3. Public Access to Budget Information

Prior to adoption of the District budget, the Superintendent or designee shall ensure that:

- The proposed budget is made available for public inspection in accordance with law;
- The notice of the public hearing includes information regarding the availability of the budget; and
- Budget documents are accessible in a manner that promotes public understanding.

The adopted budget and supporting data shall be maintained and made available for public review as required by law.

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4. Public Hearing and Participation

The Superintendent or designee shall:

- Schedule and provide notice of a public hearing on the proposed budget in accordance with applicable legal requirements;
- Ensure that the agenda includes the location where the proposed budget may be inspected; and
- Provide opportunities for public comment prior to budget adoption.

The Governing Board shall consider public input prior to adopting the final budget

5. Budget Publication and Communication

The Superintendent or designee shall ensure that:

- Required notices regarding the budget hearing are posted or published in accordance with law;
- Budget information is communicated to the public through appropriate means, which may include the District's website or other communication channels; and
- Budget information is presented, to the extent practicable, in a format that promotes clarity and accessibility.

6. Fiscal Transparency Practices

To enhance transparency and accountability, the Superintendent or designee may:

- Provide summaries or explanatory materials regarding the District's budget;
- Make available information regarding major revenue sources and expenditures; and
- Utilize tools or practices that improve public access to budget-related information.

Nothing in this section shall require the disclosure of information that is confidential or otherwise exempt from public disclosure under applicable law.

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Contracting and Purchasing Policy 2-302

Scope:

This policy applies to the acquisition of goods, services, equipment, and public works by the District, whether through direct purchase, lease, or contract.

1. Generally

The Governing Board shall ensure that all contracting and purchasing activities are conducted in a manner that:

- Promotes fairness, integrity, and competition;
- Ensures fiscal responsibility and cost-effectiveness;
- Complies with all applicable laws and regulations;
- Avoids conflicts of interest and improper influence; and
- Supports the District's operational and educational needs.

2. Compliance with Law

All contracts and purchasing activities shall comply with applicable state and federal laws, including:

- Competitive bidding requirements;
- Public contracting laws;
- Conflict of interest laws; and
- Any applicable grant or funding requirements.

3. Purchasing Authority

The Governing Board delegates to the Superintendent or designee the authority to:

- Procure goods and services
- Execute contracts on behalf of the District

Purpose

The District recognizes that effective contracting and purchasing practices are essential to ensuring the prudent use of public funds, maintaining transparency and accountability, and supporting the District's educational mission.

Adopted on:

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- Establish procedures for purchasing and contracting

No purchase or contract shall be made that exceeds legal limits or available appropriations without prior Board approval.

4. Competitive Bidding Requirements:

Contracts for the purchase of materials, supplies, or equipment that exceed the bid threshold established in Public Contract Code section 20111 shall be awarded through formal competitive bidding, unless a statutory exception applies.

Public works contracts exceeding the applicable statutory threshold shall be competitively bid unless the District has adopted the Uniform Public Construction Cost Accounting Act (CUPCCAA) and follows its procedures.

Contracts subject to competitive bidding may be awarded based on:

- Lowest responsible bidder; or
- Best value, when authorized by law and in accordance with District policy (including Lease-leaseback)

In the event of identical bids, the award shall be determined by lot.

5. Contract Approval

Contracts requiring Governing Board approval shall be reviewed and approved in a public meeting in accordance with applicable laws and Board procedures.

Contracts executed on behalf of the District shall be legally binding only when authorized in accordance with this policy and applicable law.

6. Ethical Standards

All Board members and District employees involved in contracting and purchasing shall:

- Comply with applicable conflict of interest laws;
- Avoid personal or financial interests that may influence decisions; and
- Conduct all procurement activities with integrity and impartiality.

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7. Transparency and Public Access

Contracts entered into by the District shall be treated as public records, except as otherwise provided by law.

The District shall maintain appropriate transparency in contracting and purchasing activities, consistent with public records laws and confidentiality requirements.

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Administrative Regulations

1. General Administration

The Superintendent or designee shall develop and implement procedures for contracting and purchasing that ensure compliance with applicable law and Board policy.

All purchasing and contracting activities shall be conducted in a manner that promotes efficiency, accountability, and the prudent use of District resources.

2. Purchasing Authority and Approval

The Superintendent or designee shall establish internal procedures that define:

- Purchasing authority delegated to District employees;
- Approval levels for expenditures and contracts; and
- Requirements for documentation and authorization.

All purchases and contracts shall be approved and executed only by individuals authorized to do so.

3. Competitive Procurement

The Superintendent or designee shall utilize competitive procurement methods when required by law or when determined to be in the best interest of the District, including:

- Informal bidding procedures;
- Formal bidding procedures; and
- Requests for proposals (RFP) or qualifications (RFQ), as appropriate.

Procedures shall ensure that:

- All vendors are treated fairly and equitably;
- Selection criteria are applied consistently; and
- Awards are made in accordance with law and established evaluation criteria.

Exceptions to competitive procurement shall be permitted only as authorized by law.

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4. **Non-Competitive Procurement**

The Superintendent or designee may authorize non-competitive procurement methods, including sole source, emergency purchases or specialized services, when permitted by law.

Such purchases shall be:

- Supported by appropriate written justification;
- Approved in accordance with established procedures; and
- Documented to demonstrate compliance with legal requirements.

5. **Alternative Procurement Methods**

The Superintendent or designee may utilize alternative procurement methods authorized by law when such methods are determined to be in the best interests of the District and provide a lawful exception to competitive bidding requirements.

- **Cooperative Purchasing (Piggyback Contracts)**

The Superintendent or designee may utilize cooperative purchasing methods, including “piggyback” contracts, to procure materials, supplies, equipment, and other personal property as permitted by law.

Prior to utilizing such contracts, the Superintendent or designee shall ensure that:

- The originating contract was awarded in compliance with applicable competitive bidding requirements;
- The contract expressly permits use by other public agencies;
- The procurement is within the scope permitted by law; and
- The pricing and terms are advantageous to the District.

All cooperative purchasing contracts shall be reviewed and approved in accordance with District procedures.

- **California Multiple Award Schedule (CMAS)**

The Superintendent or designee may procure goods and services through contracts established under the California Multiple Award Schedule (CMAS) program or similar state-authorized purchasing programs, in accordance with applicable law.

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Prior to utilizing such contracts, the Superintendent or designee shall:

- Verify that the contract is valid and applicable to the District's needs;
 - Ensure that procurement complies with applicable statutory and regulatory requirements; and
 - Confirm that pricing and terms are in the best interests of the District.
- Joint Powers Authority and Cooperative Agreements

The Superintendent or designee may utilize contracts available through Joint Powers Authorities (JPAs), cooperative purchasing organizations, or intergovernmental agreements, as permitted by law.

Use of such contracts shall be subject to the following:

- The District's participation in the JPA or cooperative shall be authorized as required by law
- Contracts shall be reviewed to ensure compliance with applicable legal and policy requirements
- Procurement shall be conducted under terms that are in the best interests of the District

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Federal Funds Management and Procurement Policy 2-302a

Scope:

The Governing Board recognizes that federal funds received by the District must be managed in accordance with applicable federal laws and regulations, including the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 CFR Part 200).

1. Generally

The Board shall ensure that all federal funds are expended and accounted for in a manner that:

- Maintains effective financial management systems capable of identifying, tracking, and reporting expenditures by federal program and award;
- Ensures that all expenditures are allowable, properly documented, and consistent with the terms and conditions of the applicable federal award;
- Establishes effective internal controls that provide reasonable assurance that federal funds are used in compliance with federal requirements;
- Requires procurement practices that promote full and open competition,
- Prevents conflicts of interest, and ensure that contracts are awarded and administered in accordance with applicable laws; and
- Requires accountability for all funds, property, and assets acquired with federal funds.

Purpose

To establish requirements for the management and expenditure of federal funds, including financial accountability, internal controls, and procurement practices consistent with federal law.

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Administrative Regulations

The Superintendent or designee shall establish and maintain procedures to ensure that federal funds are budgeted, obligated, expended, and accounted for in accordance with applicable law, the terms and conditions of each federal award, and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200.

1. **Assignment of Responsibility.** The Superintendent or designee shall identify the administrator responsible for each federal program and shall assign business, fiscal, purchasing, and program staff responsibilities necessary to ensure compliance with grant requirements, timelines, reporting obligations, and closeout requirements.
2. **Financial Management and Internal Controls.** The District shall maintain financial management systems and effective internal controls sufficient to provide reasonable assurance that federal funds are used only for authorized purposes. Such controls shall include segregation of duties to the extent practicable, appropriate approval authority, budget-to-actual monitoring, reconciliation of accounts, and review of supporting documentation.
3. **Allowability of Costs.** Before charging expenditures to a federal award, the District shall determine that each cost is necessary, reasonable, allocable to the award, adequately documented, and permitted by law and the terms of the award. The District shall maintain written procedures addressing cash management, allowability of costs, procurement, travel, credit card use if applicable, and reimbursement requests.
4. **Procurement Procedures.** Procurements using federal funds shall be conducted in a manner providing for full and open competition consistent with applicable state law and 2 CFR 200.317 through 200.327. The District shall use documented procurement procedures, perform and document cost or price analysis when required, maintain oversight to ensure contractor performance, and avoid acquisition of unnecessary or duplicative items.
5. **Conflict of Interest and Standards of Conduct.** No Board member, employee, officer, or agent of the District who has a real or apparent conflict of interest may participate in the selection, award, or administration of a contract supported by federal funds. The District's standards of conduct shall prohibit the solicitation or acceptance of gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, except as permitted under District standards for unsolicited items of nominal value.

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6. **Suspension and Debarment.** Before entering into a covered transaction, the District shall verify, as required by law, that the contractor or vendor is not suspended or debarred from participation in federally funded transactions and shall retain documentation of the verification.
7. **Required Contract Provisions.** Contracts funded in whole or in part with federal funds shall contain all clauses required by applicable federal law, including, when applicable, the contract provisions required by Appendix II to 2 CFR Part 200.
8. **Property and Equipment Management.** The District shall maintain records for equipment and other property acquired with federal funds, including description, serial number or other identification number, source of funding, title holder, acquisition date, cost, percentage of federal participation, location, use and condition, and disposition data as required by law. A physical inventory shall be conducted and reconciled to property records at least once every two years, or more frequently if required by the applicable award.
9. **Records Retention.** Financial records, supporting documents, statistical records, and all other records pertinent to a federal award shall be retained for the period required by law and the terms of the award, and longer when audit findings, claims, or litigation remain unresolved.
10. **Audit, Reporting, and Corrective Action.** The Superintendent or designee shall ensure timely completion of all required reports, cooperate with audits and monitoring reviews, and promptly implement corrective actions in response to audit findings, monitoring determinations, or identified compliance deficiencies.

In the event of a conflict, the more specific federal requirement applicable to the award shall control to the extent required by law.

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Facilities Project Review and Environmental Compliance Policy 2-303

Scope:

This policy governs the adoption and use of objectives, criteria, and procedures for environmental review of District projects.

This policy applies to any proposed projects, including but not limited to:

- New construction or additions to school facilities;
- Modernization or major alterations;
- Site acquisition or expansion; and
- Installation of modular classrooms or portable buildings.

Purpose

The District is committed to responsible stewardship of District resources and compliance with applicable environmental and planning laws when considering facilities projects.

The District shall ensure compliance with the California Environmental Quality Act (CEQA) in the evaluation of District project.

1. Environmental Review (CEQA Compliance)

In accordance with the California Environmental Quality Act (CEQA):

- The District shall serve as the "Lead Agency" for its own projects.
- The Superintendent or designee shall determine whether a project is exempt, requires a Negative Declaration (ND), Mitigated Negative Declaration (MND), or full Environmental Impact Report (EIR).
- CEQA review must be completed before project approval, contract execution, or site acquisition.

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2. Site Acquisition and Environmental Assessments

Prior to acquiring property for school use:

- A Phase I Environmental Site Assessment (ESA) shall be completed (Ed. Code § 17212).
- If the site is potentially contaminated, oversight from the Department of Toxic Substances Control (DTSC) shall be obtained (Ed. Code § 17213).

3. Coordination with State Agencies

The Superintendent or designee shall coordinate as needed with:

- California Department of Education (CDE) for site and plan approvals
- Office of Public School Construction (OPSC) for state-funded projects
- Local planning, zoning, and fire authorities as required

4. Board Oversight and Public Involvement

- All CEQA documents requiring Board certification or adoption (e.g., ND, MND, EIR) shall be presented to the Board for action.
- The public shall be notified and invited to comment on applicable projects in accordance with CEQA guidelines.
- The Board may hold public hearings as appropriate.

Administrative Regulations

1. Initial Project Review

- When a facilities project is proposed, the Superintendent or designee shall:
 - Confirm project scope and timeline
 - Determine CEQA applicability
 - Identify required permits or approvals

2. CEQA Process

- Determine project type:
 - Categorical Exemption (minor alterations, small additions); or
 - Initial Study leading to ND, MND, or EIR.
- Prepare appropriate documentation or engage consultant support if needed.
- File notices (e.g., Notice of Exemption or Intent) with County Clerk and State Clearinghouse if required.
- Maintain record of public comments and responses.

3. Site Acquisition and Due Diligence

- Conduct Phase I ESA before purchasing any property .
- If hazardous materials are found, complete a Preliminary Endangerment Assessment (PEA) and consult DTSC.

4. Agency Coordination

- Submit CEQA clearance and site plans to California Department of Education (CDE) and Office of Public School Construction (OPSC), if required.
- Notify and coordinate with local authorities (planning, fire, utilities).
- Confirm zoning and general plan consistency.

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5. Board Actions and Recordkeeping

- Present all CEQA findings and site acquisition decisions to the Board for approval
- Maintain official project and environmental records in the District Office for public review.
- Ensure all CEQA deadlines, notices, and filing requirements are met.

Adopted on:
Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Best Value Procurement (AB 361) Policy 2-304

Scope:

In addition to other procurement options, the District may utilize Best Value Procurement for eligible public works projects initiated prior to December 31, 2030, with an estimated value exceeding \$1,000,000.

This policy establishes local procedures for implementing Best Value Procurement in accordance with state law

1. Board Authorization

The Governing Board may, for public projects in excess of the statutory threshold, utilize a best value procurement method as an alternative to awarding contracts to the lowest responsible bidder, in accordance with applicable provisions of the Public Contract Code.

The use of best value procurement is discretionary and shall be applied only when determined by the Governing Board to be in the best interests of the District and in accordance with Board adopted procedures and guidelines.

2. Definition

Best Value means a procurement process whereby a contractor is selected based on objective criteria evaluating both price and qualifications, resulting in the selection that represents the best overall value to the District.

3. Implementation

The Superintendent or designee shall implement this policy and any Board-approved procedures in accordance with applicable law.

Purpose

The District is committed to ensuring cost-effective, high-quality school construction and modernization projects. Assembly Bill 361 (Public Contract Code § 20119 et seq.) provides an optional Best Value Procurement process, which selects contractors using a combination of price and qualifications rather than low bid alone.

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Revised on: N/A

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Administrative Regulations

Best Value Procurement Procedures

This Regulation establishes the legally mandated Best Value Procurement Procedures for the District to utilize the best value procurement method for eligible public projects. The Board may also choose to adopt a separate resolution, but a resolution is not required.

1. Definition

Best Value means a procurement process whereby a contract is awarded based on objective criteria evaluating both price and bidder qualifications, resulting in the selection that provides the best overall value to the District.

2. Prequalification

- The Superintendent or designee shall establish a prequalification process consistent with the law.
- Prequalification documents shall require:
 - Evidence of appropriate licensing
 - Financial statements
 - Experience on similar public works projects
 - References
 - Safety record information
 - Labor compliance history
- Only prequalified bidders shall be invited to submit a Best Value proposal.

3. Solicitation Documents

Each solicitation using Best Value Procurement shall include:

- Notice that the District is using Best Value Procurement under PCC § 20119.
- The evaluation criteria and weighting system.

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- The methodology for calculating the Best Value Score.
- A requirement that bidders submit both a price proposal and a qualifications package.

4. Objective Evaluation Criteria

All criteria shall be applied uniformly and shall be capable of evaluation using a defined scoring methodology.

The following criteria may be used, as appropriate for the project:

- **Relevant Experience**
Experience performing projects of similar size, scope, and complexity
- **Safety Record**
Documented safety performance, including experience modification rate (EMR) or incident history
- **Financial Condition**
Demonstrated financial capacity and bonding capability
- **Management Competency**
Qualifications and experience of key personnel and project management team
- **Labor Compliance Record**
History of compliance with prevailing wage and labor laws
- **Technical Expertise**
Specialized skills and capabilities relevant to the project
- **Past Performance**
Performance on prior projects, including timeliness, quality, and claims history
- **Project Approach and Delivery Capability**
Proposed approach to completing the work, including scheduling and coordination
- **Life-Cycle Cost Considerations**
Long-term cost efficiency, durability, and maintenance implications

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5. Evaluation Process

- The District shall appoint an evaluation team trained in scoring qualifications in accordance with PCC § 20119.3.
- Scores shall be assigned for each criterion and converted into a Qualification Score.
- The Best Value Score shall be calculated by dividing the bidder's price by its Qualification Score. The lowest resulting Best Value Score shall be recommended for award.

6. Award of Contract

- The evaluation team shall submit a written recommendation to the Governing Board.
- The Board shall award the contract to the bidder with the lowest Best Value Score.
- If the selected bidder fails to execute a contract, the Board may award to the next-lowest Best Value Score.

7. Documentation

The District shall maintain documentation sufficient to demonstrate that:

- The evaluation criteria were applied consistently;
- The scoring process was conducted in accordance with these procedures; and
- The award decision was based on the established criteria.

8. Reporting Requirements

The District shall prepare and submit any reports required by law regarding the use of the best value procurement method.

Lease-Leaseback Policy 2-305

Scope:

This policy applies to District lease-leaseback procurement for school facilities projects and related preconstruction and construction services authorized by California Education Code section 17406 and other applicable law.

1. Generally

The Governing Board shall ensure that lease-leaseback procurement is conducted in a manner that:

- Promotes a fair, competitive, and impartial best value selection process;
- Ensures fiscal responsibility and value to the District over the life of the project;
- Complies with Education Code section 17406, applicable prequalification requirements, and other state and federal laws;
- Avoids conflicts of interest and improper influence; and
- Supports timely, high-quality delivery of District facilities.

2. Compliance with Law

All lease-leaseback instruments and related procurement activities shall comply with applicable law, including:

- Education Code section 17406 and related school facilities leasing requirements;
- Prequalification requirements applicable to lease-leaseback contractors and, when required by law, mechanical, electrical, and plumbing subcontractors;
- Conflict of interest, ethics, prevailing wage, and public contracting laws; and

Purpose

The purpose of this policy is to establish standards for the District's use of the lease-leaseback delivery method for school facilities projects, to ensure a fair and competitive best value selection process, promote transparency and fiscal accountability, and support lawful, efficient delivery of high-quality facilities in accordance with Education Code section 17406 and other applicable law.

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- Any applicable funding, grant, and regulatory requirements.

3. Purchasing Authority

The Governing Board delegates to the Superintendent or designee the authority to administer the lease-leaseback procurement process, including to:

- Prepare requests for sealed proposals and related procurement documents;
- Conduct evaluations consistent with Board-adopted best value procedures;
- Recommend award of lease-leaseback instruments and related agreements to the Governing Board.

Final approval of any lease-leaseback site lease, facilities lease, construction services agreement, preconstruction services agreement, or related amendment requiring Board action shall remain with the Governing Board.

4. Competitive Bidding Requirements:

Lease-leaseback instruments shall be awarded through a competitive solicitation process based on best value to the District, taking into consideration the proposer's demonstrated competence and professional qualifications necessary for the satisfactory performance of the services required.

Before awarding a lease-leaseback instrument, the Governing Board shall adopt and publish procedures and guidelines for evaluating proposers to ensure that best value selections are conducted in a fair and impartial manner.

The District's lease-leaseback procurement process shall include, at a minimum:

- A request for sealed proposals from qualified proposers that describes the project, required services, proposal format, evaluation criteria, and schedule;
- Prequalification of proposers and any subcontractors required by law to be prequalified before submission of proposals; and

The District shall publicly announce the selected proposer and make the basis for the best value selection available as required by law.

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5. Contract Approval

Contracts requiring Governing Board approval shall be reviewed and approved in a public meeting in accordance with applicable laws and Board procedures.

Contracts executed on behalf of the District shall be legally binding only when authorized in accordance with this policy and applicable law.

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Revised on: N/A

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Administrative Regulations

1. General Administration

The Superintendent or designee shall develop and implement administrative procedures for lease-leaseback procurement that ensure compliance with Board policy, Education Code section 17406, and other applicable law.

Administrative procedures shall address project planning, use of preconstruction services, coordination of site lease and facilities lease documents, internal review, and documentation of the District's best value procurement process.

2. Purchasing Authority and Approval

The Superintendent or designee shall establish procedures that define:

- Responsibility for preparation and advertisement of requests for sealed proposals;
- Evaluation committee procedures, scoring methodology, and documentation of best value determinations; and
- Requirements for legal review, financial review, Board approval, and retention of procurement records.

All lease-leaseback instruments and related agreements shall be approved and executed only by individuals authorized to do so.

3. Competitive Procurement

The lease-leaseback procurement process shall utilize a competitive best value solicitation. Requests for sealed proposals shall, at a minimum, include an estimate of project price, a clear description of the facilities to be constructed and any required preconstruction services, the material terms of the proposed instrument, the proposal format, evaluation standards, the due date for proposals, and the anticipated review schedule.

- Public advertisement of the request for sealed proposals in the manner required by law;
- Prequalification of proposers, and of subcontractors if required by law, before submission of proposals; and

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- Evaluation and selection based on the published best value criteria.

Best value criteria may be tailored to the specific project, but should be objective, published in advance, and reasonably related to the proposer's ability to successfully deliver the project. Suggested criteria may include:

- Proposed price, fee structure, and overall value to the District;
- Demonstrated experience with lease-leaseback or comparable K-12 public works projects, including experience delivering projects on occupied campuses;
- Qualifications, availability, and relevant experience of the proposer's key personnel and project team;
- Approach to preconstruction services, constructability review, cost control, and coordination with the District and design professionals;
- Project schedule, phasing strategy, and ability to minimize disruption to school operations;
- Safety record, quality control procedures, and claims history;
- Financial strength, bonding capacity, and ability to support the lease-leaseback structure;
- References and past performance on similar projects, including record of timely completion and responsiveness; and
- Compliance with applicable labor, apprenticeship, skilled workforce, and prequalification requirements.

Procedures shall ensure that:

- All proposers are treated fairly and consistently;
- The published evaluation criteria are applied in a fair and impartial manner; and
- The award recommendation is supported by written documentation of the District's best value determination.

The District shall not use a lease-leaseback instrument to avoid otherwise applicable legal requirements and shall maintain records sufficient to demonstrate compliance with law and Board policy.

Use of School Facilities and Grounds (Civic Center Act Policy) Policy 2-400

Scope:

This policy is designed to balance public access with protection of district assets, especially in small districts with limited staff and facilities. These procedures are intended to:

- Aid, encourage, and assist groups desiring to use school facilities for approved activities
- Preserve order in school buildings and on school grounds and protect school facilities, designating a person to supervise this task, if necessary
- Ensure that the use of school facilities or grounds is not inconsistent with their use for school purposes and does not interfere with the regular conduct of schoolwork

Purpose

The District recognizes that District school facilities are a vital community resource and affirms its commitment to making facilities available for community use in accordance with the California Civic Center Act, while ensuring that use does not interfere with school programs or pose undue burdens on the District.

1. Legal Authority and Community Purpose

Pursuant to Education Code § 38130 et seq., the Board authorizes the use of school facilities and grounds by the community for purposes deemed to be in the best interest of the community, including:

- Public, literary, scientific, recreational, educational, or public agency meetings
- The discussion of matters of general or public interest
- Temporary use for religious services by churches or religious organizations lacking suitable space
- Child care or day care programs for preschool or elementary students
- Supervised recreational activities, including those run by religious groups

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

- Veterans' ceremonies, patriotic celebrations, or related educational assemblies
- Community youth centers
- Administration of examinations or training for public agencies
- Other community purposes as approved by the Board

2. Priority of Use

School programs, District operations, and school-sponsored activities shall take precedence over all community use. Community use shall be approved subject to availability, compliance with the Civic Center Act, this policy, applicable administrative regulations, facility capacity, supervision, insurance, staffing, safety, and noninterference with school purposes. When competing eligible applications request the same facility for the same time, the District may apply objective, content-neutral criteria, including order of receipt, applicant category, frequency of use, staffing availability, and prior compliance with facility-use requirements.

Prohibited Uses

Use of facilities shall not be granted for activities that:

- Violate law, Board policy, or public safety
- Are inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork
- Cause damage to school property or disrupt school activities
- Involve commercial advertising unless approved by the Board

Alcoholic beverages are prohibited on District property except as expressly authorized by Business and Professions Code section 25608. The District may permit alcoholic beverages for a special event only when the sponsoring organization obtains any required license or permit, the event falls within a statutory exception, and pupils are not on the grounds.

3. Fees and Charges

The Board shall adopt and maintain a separate fee schedule for community use of District facilities and grounds under the Civic Center Act. The fee schedule shall specify the applicable hourly fee for each specific facility and grounds, or for like facilities and grounds, and shall be calculated in accordance with Education Code section 38134 and 5 CCR sections 14037-14041.

Adopted on:
Revised on: N/A

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The Board authorizes the District to charge direct costs for community use of District facilities and grounds, except where use is authorized without charge, where fair rental value is required, or where another charge or limitation applies under law. Any discount from direct-cost fees based on the type or category of applicant shall be set forth in the Board-adopted fee schedule.

4. Application and Approval

All users must submit a facility use request form. The Superintendent or designee shall approve or deny applications on content-neutral bases, including, but not limited to, facility availability, application completion, available supervision/insurance, interference with school purposes, safety/security risk or other prohibited purpose, nonpayment, or prior damage to facilities.

Adopted on:
Revised on: N/A

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Administrative Regulations

1. Application Procedures

- Submit completed facility use application at least 10 business days in advance.
- Application must include:
 - Date, time, and purpose of use
 - Expected attendance
 - Responsible adult supervisor (21+)
 - Insurance certificate (naming district as additional insured)

2. Scheduling and Availability

- The site administrator or Superintendent's designee shall maintain the calendar for each site.
- School activities take precedence. Community use may be rescheduled due to school needs.

3. Supervision and Security

- The user must provide responsible adult supervision at all times.
- If District personnel (e.g., custodian) are required, the user will be charged for associated labor costs.
- Keys or security codes shall not be issued to outside groups.

4. Insurance and Liability

- All non-District users must provide evidence of liability insurance.
- Users are financially liable for any property damage or extra cleaning.
- A hold harmless agreement must be signed as part of the application.
- The District is responsible for injuries due to its own negligence; users are responsible for injuries caused by their negligence.

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Revised on: N/A

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5. Small District Considerations

- Limited custodial staff may restrict use outside of school hours.
- Facilities are generally not available on holidays or during long school breaks.
- The Superintendent may limit use to specific areas (e.g., multi-purpose room only) to reduce impact.

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Open Enrollment Policy 3-100

Scope:

The District shall have an open enrollment policy as follows:

School Selection

The parent or guardian of each school age child who is a resident in the District may select the schools the child shall attend, irrespective of the particular locations of his or her residence within the District.

District Right to Maintain Racial and Ethnic Balance

The District retains authority to maintain appropriate racial and ethnic balances among District schools only to the extent permitted or required by applicable state and federal law, including the California Constitution, article I, section 31, and any applicable court-ordered or legally valid desegregation plan.

Purpose

It is the intent of the Board that parents residing in the District have the opportunity to choose which schools their children will attend. Residents of the District are not limited to attending the school in their attendance area. Based on available space, parents may enroll their children in another school in the District. The Board recognizes that this policy is required in order to receive school apportionments from the state school fund.

Selection Policy

Each school in the District will utilize the District's selection policy whenever it receives requests for admission in excess of the capacity of the school. Subject to the eligibility restrictions applicable to specialized programs, described above, all selections will be random, unbiased, and shall not be based on a student's academic or athletic performance.

The following steps constitute the District's selection policy.

1. On or about June 30th of each school year, the District will provide notice to all parents and guardian of the dates and relevant timelines for requesting placement in a specific District school site.

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2. On or before July 15th of each school year, the board, or its designee, shall calculate the capacity of each school in the District. All calculations shall be performed in a non-arbitrary manner based on student enrollment and available space.
3. The District will calculate available space for each grade by ensuring that students who currently reside in the attendance area of the school are not displaced by students transferring from outside the attendance area.
4. All students requesting admission to a specific school site for the upcoming school year shall be placed on the waiting list for that school.
5. **Assignment of District Priorities:**
 - The following students shall be given priority when selecting students from the waiting list:
 - Siblings of students already in attendance in that school
 - Students whose parent or legal guardian is assigned to that school as his or her primary place of employment

6. Priority Selection - Lottery

Students qualifying under one or more of the District priorities shall be selected for enrollment before any other students on the waiting list.

If the number of students qualifying for a priority exceeds the available capacity of the school, then the school site shall conduct a random lottery in accordance with this policy.

7. Remaining Students - Lottery

If all students qualifying for a priority have been selected and the school is not at capacity, then the remaining students shall be admitted.

If the number of students requesting admission exceeds the capacity of the school site, then the school site shall conduct a random lottery in accordance with this policy.

8. Notification

Once the site has verified the results of its lottery, the students who are to be offered a spot in the school will be notified.

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If a student declines the offer to attend the school site, then the next student on the list shall be contacted and offered an available spot.

Lottery Procedures

Each school site shall hold a lottery, if needed, on or before August 1st of the school year. All eligible students shall be assigned a number. During the lottery, numbers shall be drawn to determine which students are selected to attend the school site. The lottery shall be conducted in a fair and unbiased manner. Numbers shall be drawn by one individual who shall read the number aloud. The person drawing the number shall pass the number to a second individual who shall read the number aloud confirming the number. Each number drawn shall be written down in the order in which it was drawn. All numbers will be drawn so that each student is ranked in the order in which he/she has been drawn.

Specialized Schools and Programs – Admission Requirements

Any student seeking to transfer to a specialized school or program operated by the District must still meet the entrance requirements for that school or program that are uniformly applied to all students. Students seeking entrance to a District program for gifted and talented students must still meet any academic performance, and other criteria, established by the District. However, if the number of qualified applicants exceeds the program's available capacity, acceptance for qualified students shall be determined using the lottery system described above.

Special Priority – Certain Safety Concerns

A. Harmful/Dangerous Circumstances

In addition to the priorities discussed above, the District has the discretion to grant a student priority of attendance in a school outside the student's attendance area if special circumstances exist that might be harmful or dangerous to that student. Special circumstances supporting a priority may include, but are not limited to:

1. Threats of bodily harm to the student
2. Threats to the emotional stability of the student

A finding of harmful or dangerous special circumstances shall be based upon either of the following:

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- A written statement from a representative of the appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or properly licensed or registered professionals, including, but not necessarily limited to, psychiatrists, psychologists, or marriage and family therapists
- A court order, including a temporary restraining order and injunction, issued by a judge.

If the District determines that there are harmful or dangerous special circumstances it may approve a transfer to another school in the District even if that school has been determined to be at capacity and otherwise closed to transfers. (Ed. Code, § 35160.5 (b).)

B. “Persistently Dangerous” School Designation

A pupil attending a District school designated as “persistently dangerous” by state and federal regulation, or a pupil who becomes a victim of a violent criminal offense while in or on the grounds of the school the pupil attends, shall be offered the opportunity to transfer to a safe public school within the District, including a public charter school, as required by 20 U.S.C. section 7912 and applicable state policy.

C. Victim of Bullying

The District shall approve an intradistrict transfer request for a pupil determined to be a victim of an act of bullying as defined in Education Code section 46600, unless the requested school is at maximum capacity. If the requested school is at maximum capacity, the District shall accept an intradistrict transfer request for a different school within the District.

Transportation

The District shall provide transportation assistance to any transferring pupils at the request of the parent and to the extent required and financed by federal law.

Annual Notification

Information regarding open enrollment under this policy shall be distributed to parents in the District’s annual notifications in accordance with law. (Ed. Code, §§ 35160.5, 48980.)

Adopted on: Revised on:

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Investigation of Residency Policy 3-101

Scope:

The District may investigate a student's residency status if there is a reasonable and articulable basis to believe that the residency documentation provided is false or unreliable. Such investigations shall only be conducted in accordance with law, district policy, and administrative regulation.

The Board affirms the following principles:

1. All investigations shall respect the rights and dignity of families and students.
2. Investigations shall comply with all applicable federal and state laws, including but not limited to FERPA, the Information Practices Act, and the California Education Code.
3. The use of surveillance technologies such as GPS trackers, drones, or covert photography of students is strictly prohibited.

Purpose

The Governing Board is committed to ensuring that all students enrolled in the District meet legal residency requirements as set forth in California law. While the District recognizes the importance of access to education, it also maintains the responsibility to safeguard the use of public educational resources for resident students.

Appeal Rights

Parents/guardians shall be provided written notice of any determination of non-residency and shall have the right to appeal such determination within the timelines and procedures outlined in the Administrative Regulations below. Final appeals shall be heard by the Governing Board.

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Administrative Regulations

1. Definition

A “Residency Investigation” refers to any effort by district staff or a contracted individual to verify the accuracy of a student's claimed residency for enrollment purposes.

2. Conditions for Investigation

An investigation may be initiated only when:

- The site administrator or designee has a reasonable belief that the parent/guardian has submitted false or unreliable evidence of residency
- The belief is supported by specific and articulable facts

3. Notification Requirements

At least five (5) calendar days before the investigation begins, the District shall provide the parent/guardian written notice that includes:

- A summary of the facts supporting the investigation
- The names and titles of individuals conducting the investigation
- The expected duration of the investigation
- A copy of this regulation

4. Preliminary Efforts Before Hiring Investigators

The District may employ a private investigator to conduct or assist with a residency investigation only after the District has made reasonable efforts to determine whether the pupil resides in the District. Such efforts may include:

- Review of submitted documents
- Requests for additional documentation
- Verification with public agencies
- Contact with landlords or employers (with parental consent)

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5. Investigatory Methods

Permitted methods include:

- Review of documentation
- Requests for clarification or additional evidence
- Contact with public agencies
- Visits to the residence (announced or unannounced)
- Interviews with student, parent/guardian, or witnesses
- Phone calls to residence
- Observation (not including covert surveillance)
- Photography or video **only in open and public view**
- All investigators must truthfully identify themselves

Prohibited Methods:

- Surreptitious photographing or video-recording of students
- Use of surveillance equipment such as GPS trackers or drones
- Misrepresentation of identity by investigators

6. Written Determination

Following the investigation, the administrator shall issue a written determination stating:

- Whether the student meets residency requirements
- If not, the specific facts supporting the conclusion
- A deadline for the student to transfer
- The parent's right to appeal within **14 calendar days**

7. Appeals Process

- Appeals must be submitted in writing to the Superintendent or designee within **14 calendar days** of the decision.
- The Governing Board shall consider residency appeals and shall issue a written decision within **30 calendar days**.
- In assessing the appeal, the burden shall be on the appealing party to show why the decision of the school district should be overruled.

Adopted on:

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- The Governing Board's decision shall be final.

Adopted on:

Revised on:

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Inter-District Transfers and Appeals Process

Policy 3-103

Scope:

The District may enter into interdistrict attendance agreements with other districts to allow nonresident students to attend district schools or to permit resident students to attend schools in another district.

All requests shall be considered on a case-by-case basis using fair and consistent criteria, and in a manner that respects the rights and educational interests of students.

The District shall post to its website the procedures and timelines, including a link to the policy of the governing board of the school district, regarding a request for an interdistrict transfer permit in a manner that is accessible to the public without a password.

Purpose

The Governing Board recognizes that although students are generally expected to attend schools in the District where they reside, circumstances may justify attendance in another district. The Board authorizes the Superintendent or designee to process interdistrict attendance agreements in accordance with state law and the District policy.

Adopted on:

Revised on:

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Administrative Regulations

1. Definitions

- **Interdistrict Attendance Agreement:** A written agreement between two school districts that allows a student to attend a school outside of their district of residence.
- **District of Residence:** The District in which the student's custodial parent/guardian resides.
- **District of Attendance:** The District receiving the student under an interdistrict agreement.

2. Application Process

- Requests must be submitted using the District's standard interdistrict attendance request form.
- If the request is received 15 calendar days or less before the start instruction in the school year in which the transfer is sought, including a request received after instruction has started, a final decision shall be issued not later than 30 calendar days after the request is received.
- If the request is received more than 15 calendar days before the start of instruction in the school year in which the transfer is sought, a final decision shall be issued as soon as possible, but no later than 14 calendar days after the start of instruction.
- If no agreement currently exists, the District shall attempt to execute one within the same timelines.

3. Provisional Enrollment

- Students from other districts may be provisionally enrolled for **up to 2 months** pending a decision of the two districts, or by the county board on appeal, upon reasonable evidence thereof.
- This period of provisional attendance shall begin on the student's first day of attendance.
- If a final decision by the governing boards of the district, or the county board on appeal, has not been issued within two months after the student's provisional enrollment, the student must be disenrolled and required to return to their district of residence.

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4. Approval Priorities

The District may prioritize interdistrict transfer requests based on:

- Victim of bullying at the school of residence, in accordance with Education Code section 46600(b)
- Continuation of enrollment for students already attending the District
- Siblings of enrolled students
- Children of District employees
- Students facing exceptional hardship (e.g., foster youth, homelessness)
- Students seeking access to unique programs not available in their district of residence

5. Criteria for Denial

The District may deny interdistrict requests based on:

- Lack of space in the requested school, grade level, or program
- Student's record of serious discipline issues
- Excessive unexcused absences or truancy
- Lack of appropriate services for the student's educational needs
- Denials **shall not be based on**:
 - Race, ethnicity, income level, academic performance, language, disability, or any other characteristic protected by state or federal law
 - The District shall not prohibit the child of an active-duty military parent from transferring out of the District pursuant an interdistrict transfer agreement.

(NOTE: IF YOUR DISTRICT OPERATES AS A SCHOOL DISTRICT OF CHOICE PURSUANT TO EDUCATION CODE SECTION 48300, ET SEQ, CONSULT WITH LEGAL COUNSEL REGARDING THE ADOPTION OF THIS POLICY)

6. Term and Renewal

- Agreements may be valid for up to **five (5) years**, and will specify the terms under which the Agreement may be renewed and/or revoked. However, existing transfer agreements shall not be rescinded for students after June 30 following the completion of Grade 10, or for pupils in grades 11 or 12.

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7. Appeals to the County Board of Education

If an interdistrict transfer request is denied, the parent/guardian has the right to appeal to the County Board of Education within 30 calendar days.

The District shall:

- Provide written notice of this appeal right at the time of denial or revocation
- Include contact information for the appropriate County Office of Education
- Provide all documentation to the County Board upon request

8. Recordkeeping

- The Superintendent or designee shall maintain records of:
 - Interdistrict attendance requests received, granted, denied
 - Appeals filed and their outcomes
 - Transfers revoked
- An annual report shall be submitted to the Governing Board.

Adopted on:

Revised on:

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Student Code of Conduct

Policy 3-104

Scope:

This policy applies to all students enrolled in the District and governs behavior:

- On school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During, or while going to or coming from, a school-sponsored activity

1. Prohibition of Corporal Punishment

In accordance with the Education Code, the District strictly prohibits the use of corporal punishment as a means of disciplining students. No employee shall inflict or cause to be inflicted corporal punishment upon a student.

2. Discipline Procedures

The District shall ensure discipline practices are:

- Fair, consistent, and age-appropriate
- Aligned with the Education Code's disciplinary provisions and requirements
- Respectful of student rights to due process and nondiscrimination

Suspension and expulsion shall be used only when other means of correction have failed, except in cases where immediate suspension or expulsion is authorized by law.

Purpose

The District is committed to fostering a positive school climate that supports student learning, safety, and well-being. This policy outlines student discipline procedures in compliance with California law, including Education Code § 32212, and promotes positive behavioral interventions over punitive measures.

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

3. Restorative Practices

Whenever possible, the District shall use restorative approaches to address harm, rebuild relationships, and support reentry into the learning environment following a disciplinary event.

4. Staff Training and Student Education

All staff shall be trained annually on:

- District discipline policies and procedures
- Positive behavior strategies
- De-escalation and conflict resolution techniques

Students shall be informed of behavior expectations and disciplinary procedures at the beginning of each school year.

5. Students with Disabilities

Disciplinary actions involving students with disabilities shall comply with the Education Code, Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act. Manifestation determinations and behavior intervention plans shall be provided as required therein.

6. Parent and Guardian Engagement

The District shall inform parents/guardians of disciplinary incidents and work collaboratively with families to support student success and behavioral growth.

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Administrative Regulations

1. School-Level Responsibilities

- Each school site administrator shall ensure all staff are trained annually on this policy, including PBIS practices, suspension/expulsion procedures, and alternatives to discipline.
- Staff shall document behavioral incidents, interventions used, and outcomes in the student's discipline record.

2. School Bus Conduct

- Students riding the school bus or student activity bus who fail to comply with the authority of the school bus driver will be reported to their school principal. The principal will determine the severity of the misconduct and take action accordingly. The student and their parent/guardian shall be given notice of the violation prior to action being taken. With severe violations or repeated offenses, the student may be denied transportation for a period of time as determined by the principal, up to the remainder of the school year.

3. Behavior Incident Reporting

- All incidents involving suspension, expulsion, or significant behavior events must be reported to the superintendent or designee within 24 hours.
- The District shall maintain an internal behavior incident log to track trends and inform school climate improvements.

4. Willful Property Damage and Withholding of Grades or Transcripts

- When authorized by law, the District may withhold a student's grades, diploma, or transcripts when District property has been willfully damaged or when property loaned to the student has been willfully not returned after demand by an authorized District employee. Before withholding grades, a diploma, or transcripts, the District shall notify the parent/guardian in writing of the alleged misconduct and afford the student due process. The due process procedures shall conform to the procedures established for the expulsion of students.
- If the student and parent/guardian are unable to pay for the damages or return the property, the District shall provide the student an opportunity to perform voluntary

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work in lieu of payment. The withheld grades, diploma, or transcripts shall be released upon payment, return of the property, or completion of the voluntary work.

- This section shall not be applied to a student who is a current or former homeless child or youth or current or former foster youth.

5. **Parent Notification**

- Parents/guardians shall be notified of any disciplinary action within 24 hours and shall be given an opportunity to meet with school staff to discuss the incident and next steps.
- Notices shall be provided in the primary language of the family when required.

6. **Due Process**

- Prior to suspension, students shall be informed of the reason for the suspension, given an opportunity to explain their version of events, and provided with a written notice outlining the suspension and other required information in accordance with Education Code section 48911.
- For expulsion, students shall receive a formal hearing before the school board or a designated administrative panel in accordance with Education Code section 48918, et seq, and the District's designated expulsion procedures, below.
- The District shall document all disciplinary actions, and students and their families shall receive information about their rights in a language they understand.
- The District shall use other means of correction before imposing suspension, including but not limited to: conferences, counseling, peer mediation, restorative practices, positive behavior support plans, and participation in intervention programs. These shall be documented in the student record.
- **Teacher Suspension from Class.** A teacher may suspend a student from class for any act set forth in Education Code section 48900 for the day of the suspension and the following day. Such suspension shall be immediately reported to the principal or designee and the student sent to the principal for appropriate action. If the student remains at the school site, they shall be under appropriate supervision. As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension; a school administrator shall attend if requested by the teacher or parent/guardian. The student shall not be returned to the class during the suspension period without the concurrence of both the teacher and the principal, and shall not be placed in another regular class during the period of suspension, except that, for a student assigned to more than one class per day, this restriction applies only

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to other regular classes scheduled at the same time as the class from which the student was suspended.

7. Students with Disabilities

- The IEP team must convene for a manifestation determination when a student with a disability is suspended for more than 10 consecutive days or has a pattern of removals.
- Behavior Intervention Plans must be developed or updated in response to recurring behavioral concerns.
- The District shall ensure the provision of FAPE during suspension or expulsion and consider alternative transportation or supports for students excluded from specific services.

8. Law Enforcement Notification

- The principal or designee shall notify local law enforcement within one school day if a student is involved in an incident involving weapons, narcotics, serious threats of harm, or other criminal conduct as required by Education Code section 48902.
- In cases involving students with exceptional needs, relevant disciplinary and special education records may be shared with law enforcement as permitted by FERPA.

9. Readmission Following Expulsion

- At the time of expulsion, the student and parent/guardian shall receive written notice of the procedures for readmission, including the criteria and timeline for review, as required by Education Code section 48916.
- The governing board or its designee shall conduct a review of the expulsion order at the end of the expulsion term to determine whether the student may be readmitted.
- Readmission decisions shall consider the student's compliance with the rehabilitation plan, as well as whether the student continues to pose a danger to campus safety or to other students and/or employees.
- During the expulsion period, the student shall be referred to an alternative educational placement or appropriate educational program that meets their instructional needs.

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10. Gun-Free Schools Act Compliance

- In accordance with 20 U.S.C. § 7961, any student who is determined to have brought a firearm to school or possessed a firearm at school shall be expelled from the regular school program for a period of not less than one year.
- The District shall refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to a school served by the District.

11. Expulsion Procedures

- Students may be recommended for expulsion in accordance with Education Code section 48900 through 48923, inclusive.
- **Hearing Timeline.** Any student recommended for expulsion shall be entitled to a hearing before the governing board or, if applicable, a neutral administrative panel. The hearing shall be held within 30 schooldays after the date the principal or the superintendent of schools determines that the student has committed any act supporting his or her expulsion, unless the student requests, in writing, that the hearing be postponed. If such postponement is requested, the hearing may be postponed for not more than 30 calendar days. Any additional postponement may be granted at the discretion at the District's discretion for good cause.
- **Written Notice of Hearing.** Written notice of the hearing shall be sent to the student at least 10 calendar days before the date of the hearing. The notice shall include at least the following information:
 - The date, time, and location of the hearing.
 - A statement of the specific facts and charges upon which the expulsion is based.
 - A copy of the District's applicable disciplinary rules, including this policy.
 - A notice of the parent, guardian, or student's obligation to report the student's expulsion upon enrolling in other districts, in accordance with Education Code section 48915.1.
 - Notice of the following hearing rights:
 - The right to appear in person or to be represented by legal counsel or a non-attorney advisor.
 - To inspect and obtain copies of all documentary evidence to be used at the hearing.

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- To confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on their behalf, including witnesses.
 - In a hearing in which a student is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Penal Code Section 868.5 be followed for the hearing.
- **Expulsion Hearings Involving Sexual Assault or Sexual Battery Allegations.** In expulsion hearings involving allegations of sexual assault and/or sexual battery under Education Code section 48900(n), the District shall provide the complaining witness, when the hearing is recommended, the applicable disciplinary rules and notice of the rights required by Education Code section 48918.5. The District shall provide the complaining witness a non-threatening environment, including a separate room before testimony and during breaks, and the otherwise applicable expulsion-hearing timeline may be extended by one schoolday to accommodate the complaining witness' special physical, mental, or emotional needs. The person conducting the hearing may allow reasonable breaks, arrange seating, limit testimony to normal school hours absent good cause, and permit one support person to accompany the complaining witness to the witness stand. The complaining witness and accused student shall be advised immediately to refrain from personal or telephonic contact during the expulsion process.
- **Hearing to be Conducted in Closed Session.** Any hearing shall be conducted in closed session, unless the student requests, in writing and at least five days prior to hearing, that the hearing be conducted in open session. However, the governing board or administrative panel shall retain the right to deliberate regarding the expulsion in closed session for purposes of determining whether the student should be expelled. If the governing board or administrative panel allows any other person to attend such

deliberations, the student's parent/guardian, the student, and/or their counsel shall be permitted to attend as well.

- If the hearing is to be conducted at a public meeting, and there is a charge of committing or attempting to commit a sexual assault or sexual battery, as those terms are defined in Education Code section 48900(n), a complaining witness shall have the right to have his or her testimony heard in closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- **Evidentiary Standard.** At hearing, the technical rules of evidence do not apply. All relevant evidence, including hearsay, shall be admitted and given probative effect so long it is of the type upon which reasonable persons are accustomed to rely in the conduct of serious affairs. Any decision to expel a student shall be supported by substantial evidence. Unless an exception applies, no decision to expel shall be based solely upon hearsay evidence.
 - In hearings that include an allegation of committing or attempting to commit a sexual assault or sexual battery, as those terms are defined in Education Code section 48900(n), evidence of specific instances, of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person or people conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person or people conducting the hearing makes such determination, the complaining witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In doing so, the complaining witness shall be entitled to be represented by a parent, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.
 - If supported by good cause, the people or persons conducting the hearing may determine that the disclosure of either the identity of a witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. If such a determination is made, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the governing board, the hearing officer, or administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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- A hearing record shall be made through any reasonable means, including, but not limited to, an electronic recording, so long as a reasonably accurate and complete written transcript can be made.
- **Subpoenas.** Before the hearing has commenced, the governing board may issue subpoenas at the request of expelling authority or the student, for the personal appearance of percipient witnesses at the hearing. Such subpoenas may also be issued after the hearing has commenced by the governing board, administrative panel, or hearing officer. Such subpoenas shall be issued and enforced in accordance with law.
 - Any objection to the issuance of subpoenas may be considered by the governing board in closed session, or in open session, if so requested by the student before the meeting. Any decision by the governing board in response to an objection to the issuance of subpoenas shall be final and binding.
 - Subpoenas shall not be issued to compel the attendance of any witness whose testimony would result in an unreasonable risk of physical or psychological harm, as determined by the governing board, administrative panel, or hearing officer.
- **Administrative Panel Permitted.** Instead of conducting an expulsion hearing itself, the governing board may contract with the county hearing officer, or with the Office of Administrative Hearings. The governing board may also appoint an impartial administrative panel of three or more certificated persons, none of whom is a member of the governing board or employed on the staff of the school in which the student is enrolled.
 - The hearing officer or administrative panel shall decide whether to recommend the student's expulsion no more than three days following the hearing. If the hearing officer or administrative panel decides not to recommend expulsion, the student shall be immediately reinstated to the same classroom and program, unless the student's parent/guardian requests a different placement in writing. If the hearing officer or administrative panel finds that the student committed any of the acts specified in Education Code section 48915(c), but does not recommend expulsion, the student shall be immediately reinstated, but may instead be placed at another comprehensive school or continuation school. The decision not to recommend expulsion shall be final.
 - If the hearing officer or administrative panel recommends expulsion, it shall prepare findings of fact and forward its recommendation to the governing board. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing. If the governing board accepts the panel's recommendation, acceptance shall be based either upon a review of the findings of fact and

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recommendations submitted by the hearing officer or panel or upon the results of any supplementary hearing if ordered by the governing board.

- **Governing Board Decision.** Final action on an expulsion shall be taken only by the governing board in open session. Within 10 schooldays after the conclusion of the hearing, the governing board shall decide whether to expel the student, unless the student requests in writing that the decision be postponed. If the hearing is held by a hearing officer or an administrative panel, or if the governing board does not meet on a weekly basis, the governing board shall decide whether to expel the student within 40 schooldays after the date of the student's removal from his or her school of attendance for the incident for which the recommendation for expulsion is made, unless the student requests in writing that the decision be postponed.
 - The governing board's decision shall be in writing, including any decision to suspended the expulsion's enforcement pursuant to Education Code section 48917. The Board's decision shall include at least the following:
 - The term of the student's expulsion and a date on which the student may apply for readmission
 - A rehabilitation plan to be completed by the student prior to readmission
 - Notice of the right to appeal to the county board of education
 - Notice of the alternative educational placement to be provided to the student during the term of the student's expulsion
 - Notice of the parent, guardian, or student's obligation to notify any new school district of their expulsion in accordance with Education Code section 48915(b).
- **Decision Timeline Exceptions.** If compliance with the above timelines is impracticable during the regular school year, the superintendent or designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the governing board with the time requirements for the conducting of an expulsion hearing under this subdivision is impractical due to a summer recess of governing board meetings of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess of governing board meetings shall not exceed 20 schooldays unless the student requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be

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pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

- **Board to Maintain Record of Expulsions.** The District shall maintain a record of each expulsion, including its cause(s). The expulsion order and the causes for the expulsion shall be recorded in the student's mandatory interim record and shall be forwarded to any school in which the student subsequently enrolls upon receipt of a request from the admitting school for the student's school records.

12. Readmission

- At the time an expulsion order is issued, the governing board shall set a date for the student's readmission review in accordance with Education Code section 48916 and shall recommend an individualized rehabilitation plan addressing the behavior that led to the expulsion.
- The rehabilitation plan shall include periodic review and a preliminary assessment for readmission at least 45 days before the end of the expulsion term. The District shall assist the student in locating accessible opportunities necessary to complete the rehabilitation plan and shall not require the student or parent/guardian to pay for services the Board determines are necessary to complete the plan.
- The District shall maintain procedures for filing and processing readmission requests, conducting the required review of all expelled students for readmission, and transitioning readmitted students back into the District's regular school program. A description of the readmission procedure shall be provided to the student and parent/guardian when they are notified of the expulsion order.
- As part of the readmission review, the Board shall determine whether the student had access to the necessary resources and viable opportunities to complete the rehabilitation plan. The Board shall not deny readmission based on failure to complete a rehabilitation-plan requirement caused by financial barriers, transportation barriers, or lack of viable opportunities.
- After completing the readmission review, the Board shall readmit the student unless it finds that the student has not substantially met the rehabilitation-plan conditions despite access to necessary resources and viable opportunities, or continues to exhibit documented behavior that caused the expulsion or has committed a new expellable act during the expulsion term.
- If readmission is denied, the Board may extend the expulsion term one semester at a time, shall reassess the student for readmission after each extension, shall determine the student's continued educational placement, and shall provide written notice to the

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student and parent/guardian stating the reasons for denial and the educational program placement.

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Admission

Policy 3-105

The Governing Board shall admit and enroll students who are entitled to attend District schools under state or federal law, including students who reside within District boundaries, students admitted pursuant to an approved interdistrict attendance agreement or other lawful transfer, and students otherwise entitled to enrollment or continued attendance under the factors outlined in Education Code section 48200, et seq.

The Superintendent or designee may require reasonable evidence that a student meets District residency requirements. Reasonable evidence may include documentation showing the name and address of the parent/guardian within District boundaries, including, but not limited to, any of the following:

1. Property tax payment receipts;
2. Rental property contract, lease, or payment receipts;
3. Utility service contract, statement, or payment receipts;
4. Pay stubs;
5. Voter registration;
6. Correspondence from a government agency; or
7. Declaration of residency executed by the parent/guardian.

The District shall not require a parent/guardian to provide all of the documents listed above and shall accept other reasonable evidence of residency as required by law.

The District shall not deny or delay enrollment when immediate enrollment is required by law, including for homeless children and youth. Lack of proof of residency, school records, immunization records, guardianship papers, or similar enrollment documents shall not delay enrollment when immediate enrollment is required.

Purpose

The purpose of this policy is to establish basic requirements for admission and enrollment in District schools, including the submission and review of reasonable evidence of residency. The District shall apply these requirements uniformly and in a manner consistent with students' rights to attend school under applicable state and federal law.

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The District shall apply admission, enrollment, and residency requirements uniformly and shall not request or collect information or documents regarding a student's or family member's citizenship or immigration status, including social security numbers, except as required by state or federal law or as required to administer a state or federally supported educational program.

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Universal Meals

Policy 3-200

Scope:

In compliance with the State's Universal Meal Program, this policy requires the District to provide two free meals per day to every student, regardless of income status.

1. Universal Meal Provision

The District shall provide two free meals per school day (one breakfast and one lunch) to every student enrolled in a district-operated school.

2. Program Eligibility and Participation

- All students shall be eligible to receive free meals regardless of family income.
- The District may participate in a federal meal reimbursement program such as the National School Lunch Program (NSLP) or School Breakfast Program (SBP), in alignment with California Department of Education (CDE) requirements and in accordance with state and federal law.

3. Nutrition Standards

Meals shall meet or exceed nutrition standards set by the United States Department of Agriculture (USDA) and the CDE. This includes:

- Calorie limits appropriate by grade level
- Limits on saturated fat, sodium, and added sugar
- Provision of fruits, vegetables, whole grains, and low-fat dairy

Purpose

The District is committed to ensuring all students have access to nutritious meals that support their health, well-being, and academic success. In compliance with state and federal laws, the District shall implement California's Universal Meals Program, which provides two free meals per day to every student, regardless of income status.

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4. Safe and Accessible Meal Service

The District shall:

- Serve meals in a clean, safe, and inclusive environment
- Accommodate students with dietary needs or disabilities consistent with USDA guidelines
- Provide sufficient time to eat and ensure non-stigmatizing practices

5. Meal Time Scheduling

The Superintendent or designee shall ensure:

- Breakfast and lunch are scheduled at appropriate times
- Students have adequate time to eat each meal (at least 20 minutes for lunch)

6. Family Income Data Collection

- To maximize funding and support educational programs, the District may collect household income data using alternative forms, such as the Alternative Income Form (AIF), when not using the traditional free/reduced-price meal application process.

7. Community Engagement

The District shall inform families annually about the meal program, menus, and how it supports student wellness. Translation and outreach will be provided as needed.

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Administrative Regulations

1. Program Implementation and Oversight

- The Superintendent or designee shall oversee compliance with the Universal Meals Program and applicable USDA regulations.
- The District shall file meal claims for reimbursement in accordance with federal and state requirements.
- Staff shall be trained on program requirements, food safety, and civil rights.

2. Meal Counting and Claiming

- Meals must be counted at the point of service using an approved method.
- Records must be maintained for all reimbursed meals, in accordance with USDA record retention policies.

3. Health and Safety Standards

- All food preparation and storage shall comply with local and state health department standards.
- Food service staff shall hold valid food handler permits.

4. Non-Discrimination and Civil Rights

- No student shall be denied a meal or treated differently based on race, color, national origin, sex, age, disability, or any other characteristic protected by state or federal law.
- Meal service practices shall be free from stigma and ensure confidentiality.

5. Student and Family Communication

- Schools shall communicate weekly or monthly menus to families.
- Nutrition education may be provided as part of health or physical education programs.

6. Monitoring and Evaluation

- The Superintendent or designee shall evaluate participation rates, nutritional quality, and student feedback to improve meal services.

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7. Civil Rights Compliance and Non-Discrimination

Complaints regarding the District's child nutrition programs shall be processed or referred in accordance with applicable federal regulations, 5 CCR sections 15580-15584, and current USDA/CDE directives. Allegations of discrimination in a child nutrition program shall be referred or processed as required by applicable federal and state child nutrition civil-rights requirements.

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School Nutrition & Student Wellness

Policy 3-201

Scope:

This policy outlines the District’s commitment to fostering a healthy school environment that promotes student wellness through nutrition education, physical activity, and community involvement.

1. Nutrition Education and Promotion

- The District shall provide nutrition education that is age-appropriate and culturally relevant and integrated into core subjects where feasible.
- Students shall receive consistent messages about healthy eating across all areas of the school.
- Schools are encouraged to use cafeteria signage, posters, and other media to promote healthy food choices.

2. Physical Activity and Physical Education

- All students shall have opportunities for regular physical activity through physical education classes and other programs.
- Elementary students shall receive physical education instruction for at least 200 minutes every 10 school days; middle and high school students shall receive at least 400 minutes every 10 school days, subject to any lawful exemption or alternative scheduling permitted by law.
- Schools are encouraged to incorporate physical activity into the school day through programs such as “brain breaks,” active recess, and walk-to-school days.

Purpose

The District is committed to promoting the health, well-being, and academic success of all students. In alignment with the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy, Hunger-Free Kids Act of 2010, this policy establishes goals for nutrition education, physical activity, and school-based wellness initiatives.

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3. Other School-Based Wellness Activities

- The District shall support school gardens, nutrition clubs, and farm-to-school programs where feasible.
- Schools shall provide access to drinking water throughout the day at no cost to students.
- Wellness activities shall be coordinated with other school health programs.

4. Nutrition Guidelines for All Foods Available at School

- All foods and beverages sold to students on campus during the school day, including those sold outside of the reimbursable meal programs, shall meet USDA Smart Snacks in School nutrition standards, as well as the requirements and nutrition standards set forth in state and federal law, including, but not limited to 7 C.F.R. sections 210.10, 210.11, 220.8, as well as Education Code sections 49430, et seq. Such food shall likewise promote student health and reduce childhood obesity.
- Foods and beverages provided, but not sold, to students during the schoolday shall comply with standards that are consistent with the goals of this policy and promote student wellness. The District shall permit marketing and advertising on school campus during the schoolday only for foods and beverages that meet applicable federal and state nutrition standards unless otherwise allowed by law.

5. Stakeholder Involvement

- The District shall establish a Wellness Committee composed of parents, students, physical education teachers, school health professionals, Board members, school administrators, and the general public to participate in the development, implementation, periodic review, and update of this policy.
- The Committee shall meet at least every three years to assess the extent to which District schools are in compliance with this policy and any model policies provided by state or federal health officials. Based on this assessment, the Committee may recommend appropriate modifications to this policy for the Board's consideration.

6. Implementation, Monitoring, and Reporting

- The District may use tools such as the Wellness School Assessment Tool (WellSAT) to evaluate the strength and comprehensiveness of this wellness policy and guide improvements over time.

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- The Superintendent or designee shall oversee the implementation of this policy and ensure each school complies with the wellness requirements.
- Each school site shall designate a staff member to monitor compliance and coordinate wellness activities.
- The District shall assess the implementation of this policy at least once every three years and make the results available to the public.
- The District shall annually inform the public about the content and implementation of this policy and any updates to the policy, which may be accomplished through posting on the District website or by other methods reasonably calculated to notify households and the school community.

7. Record Retention

- The District shall retain records documenting compliance with this policy, including the written policy, documentation of public notification and stakeholder participation, and documentation of the triennial assessment for each school under the District's jurisdiction, in accordance with 7 C.F.R. section 210.31(f).

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Suicide Prevention Policy 3-202

Scope:

In compliance with Education Code § 215, this policy addresses suicide prevention for students in grades K-12.

The Governing Board recognizes that suicide is a leading cause of death among youth and that an even greater amount of California's high school students report having considered and attempted suicide

This policy is based on research and best practices in suicide prevention developed by the California Department of Education, as well as District community stakeholders, and the county mental health plan. The District shall continue to consult with school and community stakeholders in implementing this policy and responding to potential suicide risks.

Purpose

The District recognizes that suicide is a leading cause of death among youth and is committed to identifying and supporting students at risk. This policy outlines strategies for prevention, intervention, and postvention.

Suicide Prevention Generally

The District shall consult with school-employed professionals, administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and mental health professionals, first responders, and community organizations in planning, implementing, evaluating, and updating the district's strategies for suicide prevention and intervention. The Board shall review this policy for potential updates at least every five years.

Limitations on Suicide Intervention

LEA and school employees shall act only within the authorization and scope of their credential or license when addressing suicide or its prevention. Nothing in this policy shall be construed as authorizing or encouraging a school employee to diagnose or treat mental illness unless the employee is specifically licensed and employed to do so.

Training

- All employees, including substitutes and volunteers, will, not already completed within the preceding year, receive training at the time of hire/onboarding on recognizing suicide warning

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signs and referral procedures. Such training will be provided to existing employees and volunteers on a regular basis.

- Mental health professionals employed by the District will receive specialized training in risk assessment and crisis intervention.
- Training materials shall include, but not be limited to, how to identify appropriate mental health services, both at the schoolsite and within the larger community, and when and how to refer youth and their families to those services. Materials will also incorporate the best practices outlined in and identified by the most recent model policy on suicide prevention provided by the California Department of Education.
- Selected training will be evidence-based, evidence-informed, and aligned with best practices in suicide prevention. Such training shall likewise address the unique needs of high-risk student groups including, but not limited to the following:
 - Youth bereaved by suicide.
 - Youth with disabilities, mental illness, or substance use disorders.
 - Youth experiencing homelessness or youth in out-of-home settings, such as foster care.
 - Lesbian, gay, bisexual, transgender, or questioning youth.

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>

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- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

Suicide Prevention Measures

- In addition to the above training for employees and staff, parents/guardians will receive information on risk factors, warning signs, and available resources to support at-risk students.
- Age-appropriate instruction will be provided to help students recognize warning signs, understand coping strategies, and know how to seek help for themselves or others.
- Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they have knowledge or concerns of another student's emotional distress, suicidal ideation, or attempt.

Suicide Intervention Measures

- Employees and volunteers shall promptly refer any at-risk student to the appropriate authority in accordance with the above training and District policy. At-risk students shall not be left unsupervised. If a K-6 student who is a Medi-Cal beneficiary is so referred, the District shall coordinate and consult with the county mental health plan. Parents of a student determined to be at-risk shall be notified unless doing so would endanger the student.
- If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions, etc.) staff members are required to request assistance from other District staff and call 911. Staff shall also take prompt action to address the safety of other students in the vicinity.

Suicide Postvention Measures

- Following any suicide or attempted suicide, the District will provide counseling and support for affected students and staff.

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- A re-entry plan will be developed for students returning to school after a suicide attempt, including accommodations and ongoing monitoring.

Adopted on:

Revised on:

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Drug and Alcohol Use Policy 3-203

Instruction Regarding Alcohol, Narcotics, and Other Restricted Drugs

As used in this policy, “narcotics” and “restricted dangerous drugs” have the meanings set forth in Health and Safety Code section 11032.

1. Elementary Schools

Instruction regarding the nature of alcohol, narcotics, restricted dangerous drugs, and other dangerous substances, and their effects on the human system, will be included in the curriculum for all elementary schools. Instruction will be provided in Sixth Grade.

2. Secondary Schools

Instruction on the nature and effects of alcohol, narcotics, restricted dangerous drugs, and other dangerous substances upon prenatal development and the human system will be included in the curriculum of all secondary schools. Instruction will be provided in the District’s health class or in another appropriate area of study pursuant to Education Code section 51220.

This instruction shall include information about excessive alcohol use and the short-term and long-term health risks of excessive alcohol use. It shall likewise include information about excessive drinking, the immediate effects of alcohol that increases the risks of harmful health conditions, and how excessive alcohol use can

Purpose

The intent of this policy is to provide a structured framework for educating students about the risks and effects of alcohol, narcotics, and other restricted substances while fostering a safe and supportive environment for students to seek help. By aligning with state laws, including AB 2711, the policy aims to:

- Promote awareness and prevention of substance abuse through age-appropriate instruction.
- Encourage students to voluntarily disclose substance use without fear of punitive consequences.
- Ensure students receive appropriate support and resources to address substance-related issues.
- Equip school staff with the knowledge and tools to support students effectively and comply with legal requirements.

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lead to the development of chronic diseases and other serious problems, including alcohol-related deaths and mental health problems. The instruction about mental health problems may include instruction about depression and anxiety.

3. Student Reporting of the Use of Controlled Substances, Alcohol, Intoxicants, or Tobacco Products

In accordance with California law, the District shall establish procedures to encourage students to report the use of alcohol, controlled substances, intoxicants, or tobacco products. These procedures shall include:

- **Protection for Voluntary Disclosures:** In compliance with AB 2711, students who voluntarily disclose their use of controlled substances, alcohol, intoxicants, or tobacco products for the purpose of seeking help through services or supports shall not face suspension or expulsion solely for that disclosure.
- **Support Services:** Students who disclose substance use under this policy shall be referred to existing school-based support services, such as counseling or substance use education programs, as deemed appropriate.

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Tobacco-Free Schools

Policy 3-204

Scope:

This policy applies 24 hours per day, 7 days per week to all students, staff, parents, visitors, contractors, and community members on or in:

- All District-owned, leased, or rented buildings, grounds, parking lots, playgrounds, fields, and vehicles
- All school-sponsored activities, whether held on or off District property
- Any facility or property used for District programs, including those under joint-use agreements

Policy Statement

The use, possession, display, or sale of any tobacco, nicotine, or nicotine-delivery product is prohibited at all times. Prohibited products include, but are not limited to:

- Cigarettes, cigars, chewing tobacco, snuff
- Electronic cigarettes, vape pens, pods or cartridges
- Any synthetic or non-synthetic nicotine product
- Look-alike or imitation tobacco products

No exceptions shall be made for ceremonial, cultural, or recreational use. No designated smoking areas shall be established on any District property.

Purpose

The District maintains a strict tobacco-free environment to protect the health and safety of students, staff, and the community. State law requires school districts receiving Tobacco-Use Prevention Education (TUPE) funding to adopt and enforce a tobacco-free schools policy consistent with the California Tobacco-Free Schools Initiative. This Policy establishes the rules, responsibilities, and enforcement procedure necessary for compliance with Health and Safety Code section 104420, et seq., the California Education Code, and guidance issued by the California Department of Education.

Adopted on: Revised on:
N/A

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1. Definitions

- **Tobacco Products:** As defined in Health and Safety Code section 104495 and Education Code section 48901, including all nicotine-delivery devices, regardless of nicotine content.
- **District Property:** Any property owned, leased, rented, or controlled by the District, including vehicles.
- **School-Sponsored Activity:** Any activity authorized, supervised, or financially supported by the District.

2. Responsibilities

- **Superintendent or Designee**
 - Implement and enforce this policy and accompanying regulation.
 - Maintain required documentation for CDE Tobacco-Free School District Certification.
 - Provide ongoing staff training and student/parent communication.
 - Ensure signage is posted at all school entrances and District facilities.
 - Submit required certifications to the County Office of Education.

3. Employees

- Follow enforcement procedures and report violations.
- Refrain from using or possessing any prohibited product on District property or during District duties.

4. Students

- Comply with all rules and may be subject to discipline under Education Code sections 48900 for violations.

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N/A

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Administrative Regulations

1. Enforcement Procedures

- **Students**
 - Violations shall be addressed through progressive discipline, consistent with Education Code sections 48900–48918.
 - Students shall be referred to cessation support services when available.
- **Employees**
 - Violations may result in corrective action or discipline pursuant to Board policy, collective bargaining agreements, and applicable law.
- **Visitors & Contractors**
 - Individuals who refuse to comply shall be directed to leave District property.
 - Failure to comply may result in denial of future facility use and, where appropriate, referral to law enforcement.

2. Required Signage

- The District shall post clear, permanent signs at all entrances to school buildings, athletic fields, playgrounds, and parking lots stating:

“Tobacco-Free School District – Use of Tobacco, Nicotine, and Vaping Products is Prohibited at All Times.”
- Signs shall be maintained in good condition and replaced as needed.

3. Communication

- The Superintendent or designee shall ensure the policy is communicated annually through:
 - Student, staff, and parent handbooks
 - Employee training materials
 - District and school websites

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N/A

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- Enrollment packets
- Facility Use Agreements
- Copies of this policy shall be provided to outside groups using District facilities.

4. Staff Training

- All employees assigned enforcement responsibilities shall receive training on the following:
 - Legal requirements
 - Identification of prohibited products
 - Enforcement procedures and documentation
 - Referral options for students and staff

5. Cessation Support

- Districts receiving TUPE funds shall provide or refer students and staff to appropriate cessation resources. The District may partner with community agencies, public health departments, or online cessation programs to meet this requirement.

6. Certification Requirements (TUPE)

- To maintain eligibility for TUPE funds:
 - The District shall maintain a compliant tobacco-free schools policy.
 - Required signage must be posted at all school sites.
 - Enforcement procedures must be consistently applied.
 - Documentation of training, communication, and enforcement shall be maintained.
 - The District shall submit the Tobacco-Free School District Certification to the County Office of Education as required to maintain TUPE eligibility.

Adopted on: Revised on:
N/A

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7. Facility Use

- All groups using District facilities must comply with this policy. Facility-use permits shall include express language prohibiting tobacco and nicotine products and specifying consequences for violations.

Adopted on: *Revised on:*
N/A

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Referrals for Behavioral Concerns

Policy 3-205

Scope:

In compliance with Education Code §49428.2, this policy addresses the referral of students in grades 7-12 for behavioral concerns.

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students. The Governing Board hereby adopts this policy to address the needs of high-risk pupil groups, which include but are not limited to the following:

- Pupils bereaved by death or loss of a close family member or friend.
- Pupils for whom there is concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Pupils with disabilities, mental illness, or substance use disorders.
- Pupils experiencing homelessness or placed in out-of-home settings, such as foster care.
- Lesbian, gay, bisexual, transgender, or questioning pupils.

This policy was developed in consultation with school and community stakeholders and school-linked behavioral health professionals

The District staff who oversees the mental and behavioral health needs of students is responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the appropriate administrators.

1. Needs Assessment

The District shall implement and maintain procedures and protocols for identifying student behavioral and health trends, as well as potential service gaps in serving high-risk District communities.

Purpose

The Governing Board recognizes the importance of ensuring equitable access to behavioral health supports for all students, particularly those in high-risk groups.

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2. Referral Process

As needed, students and parents/guardians may be provided referrals to behavioral/mental health services in the community and/or to behavioral/mental health services at or near district schools. Referrals shall:

- Address the appropriate and timely referral by school staff of students with behavioral health concerns
- Takes into account the unique risk factors and warning signs of behavioral health problems in adolescents and the importance of early intervention
- Reflect a multitiered system of support process and positive behavioral interventions and supports, to be used as an alternative to disciplinary action as appropriate
- The protocols shall be accessible to students who may be the subject of disciplinary action.
- Be adaptable to varied local service arrangements for behavioral health services
- Reflect evidence-based and culturally appropriate approaches to student behavioral health referral without disciplinary actions
- Address the inclusion of parents/guardians in the referral process
- Be written to ensure clarity and ease of use by certificated and classified school employees
- Reflect differentiated referral processes for students with exceptional needs and other populations for whom the referral process may be distinct
- Be consistent with state activities conducted by the California Department of Education in the administration of federally funded behavioral health program

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3. Training

The District shall provide training to staff serving Grade 7-12 students designed to address student behavioral concerns. Such training shall include, but not be limited to:

- Identifying appropriate contacts for behavioral health evaluation services at the schoolsite and within the larger community.
- When and how to refer pupils and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders.
- How to maintain pupil privacy and confidentiality in a manner consistent with federal and state privacy laws.
- Instruction on the safe de-escalation of crisis situations involving pupils with a youth behavioral health disorder.

Such training shall be provided to all certificated employees, and at least 40% of classified employees, who interact with students in grades 7-12 no later than July 1, 2029.

4. Restrictions on Referrals

Nothing in this policy shall be construed as authorizing or encouraging school employees to diagnose or treat youth behavioral health disorders unless they are specifically credentialed and employed to do so.

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Student Freedom of Expression

Policy 3-300

Scope:

This policy affirms students' rights to freedom of expression under the U.S. Constitution, California Constitution, and relevant education codes, while outlining limits necessary to maintain a safe and orderly educational environment.

1. General Principles

Students have the right to freedom of speech and expression, including written, oral, and symbolic expression, provided that such expression does not:

- Materially and substantially disrupt the orderly operation of the school
- Incite violence or unlawful acts
- Contain obscene, libelous, or slanderous content

This right applies to student dress, religious expression, written publications, social media (when school-related), petitions, assemblies, and other forms of communication.

2. Student Media and Publications

In accordance with Education Code § 48907:

- Students may publish and distribute materials at school, including school-sponsored publications, subject to reasonable time, place, and manner regulations.
- Editorial control over school-sponsored media may be exercised by school authorities only when necessary to prevent the publication of material that:
 - Is libelous, slanderous, or obscene
 - So incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises, the violation of lawful school regulations, or the substantial disruption of the school or District's orderly operation

Purpose

The District recognizes that students do not shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. This policy affirms the rights of students to express themselves freely, consistent with the First Amendment of the U.S. Constitution, the California Constitution, and applicable state and federal law.

Adopted on: Revised on:
N/A

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- In the view of the assigned teacher, would violate professional standards of English and/or journalism.
- A student publication advisor shall support the development of high-quality journalism, uphold legal rights to free expression, and help students navigate ethical and responsible content creation.
- School sites issuing student publications shall adopt their own written publications code that addresses time, place, and manner consistent with this policy.

3. Equal Access to Facilities

If the District allows student groups to use school facilities for meetings or events, it shall do so in a viewpoint-neutral manner consistent with the Equal Access Act. Nothing in this policy shall be applied to deny equal access or a fair opportunity to students at a District secondary school in violation of the Equal Access Act, where applicable.

4. Policy Review

This policy shall be reviewed annually and updated as needed to reflect changes in law or court interpretation.

Adopted on: *Revised on:*
N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Administrative Regulations

1. Distribution of Materials

- Students may distribute flyers, petitions, or other written material during noninstructional time (before/after school, lunchtime) in designated areas.
- Materials must not be defamatory, obscene, or likely to cause a substantial disruption.

2. School Publications and Journalism

- School newspapers, yearbooks, and digital media are considered student forums. Students may determine content within the bounds of law and district policy.
- A staff advisor shall support student journalists in producing content that is responsible, factual, and consistent with journalistic standards.

3. Speech at Assemblies and Events

- Student speakers at school events shall be selected based on content-neutral criteria (e.g., leadership roles).
- Personal views expressed by students shall not be attributed to the school or district.

Adopted on: Revised on:
N/A

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Patriotic Expression and Pledge of Allegiance

Policy 3-301

Scope:

This policy outlines the District's compliance with legal requirements for daily patriotic observances in schools, while safeguarding students' constitutional rights to freedom of expression.

Purpose

The purpose of this Policy is to comply with state law while honoring the constitutional rights of students. It is the policy of the District to observe daily patriotic exercises, including the Pledge of Allegiance, in its schools. These exercises may include or accompany brief civic or historical instruction to support student understanding of democratic values.

1. Daily Patriotic Exercises

In accordance with California Education Code § 52720, every school in the District shall conduct appropriate patriotic exercises each day during the school year. The recitation of the Pledge of Allegiance to the Flag of the United States of America shall fulfill this requirement.

- The Pledge of Allegiance is one form of appropriate patriotic observance. Other displays of patriotism, such as civic education activities, moments of reflection, or school-recognized alternatives, may also satisfy this requirement.
- In elementary schools, patriotic exercises shall take place at the beginning of the first regularly scheduled class or activity period. In secondary schools, patriotic exercises shall be conducted at a time designated by the site administrator.

2. Voluntary Participation

Students shall not be required to participate in the Pledge of Allegiance or any patriotic exercise.

3. Staff Responsibilities

School staff shall ensure that patriotic exercises occur in accordance with the law and shall respect the rights of all students to participate or abstain.

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4. Notice to Students and Families

At the beginning of each school year, the District shall inform students and families of their rights regarding participation in patriotic exercises through student handbooks, orientation materials, or school websites.

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Student Promotion and Retention

Policy 3-302

Scope:

This policy applies to all students in grades TK through 12. The Superintendent or designee is responsible for ensuring consistent implementation of this policy and for developing procedures that guide promotion, retention, and intervention strategies.

Students shall be promoted and retained only in accordance with this policy as set forth in Education Code sections 48070 and 48070.5.

1. Promotion/Acceleration Criteria

Students shall be promoted to the next grade level when they demonstrate grade-level proficiency in core academic areas, particularly in English language arts and mathematics. Decisions shall be based on:

- Academic performance and assessments
- Report card grades
- Classroom participation and assignments
- Other indicators of student progress
- The results of the California Assessment of Student Performance and Progress (CASPP) and the minimum levels of proficiency recommended by the State Board of Education pursuant to Education Code section 60648.

If, based on these criteria, and considering the students' maturity level, a student has demonstrated high achievement, they may be considered for acceleration to a higher grade level.

Assuming compliance with applicable age requirements, students who have completed one year of kindergarten shall be admitted to first grade unless the parent/guardian and the

Purpose

The purpose of this Policy is to support each student's academic success. This policy ensures that decisions regarding student promotion and retention are based on clear, fair, and developmentally appropriate standards aligned with California Education Code and local goals for academic achievement.

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Superintendent or designee agree that the student shall continue in kindergarten. (Education Code 48010, 48011).

A student who has been lawfully admitted to kindergarten may be placed in the first grade at the discretion of the District, if it determines that the child is ready for first grade work. Such a determination shall be made following consultation with the parent/guardian and student's teacher(s), if any. However, in all cases, promotion is contingent on the following criteria:

- The student is at least five years old
- The student has attended a public kindergarten for a long enough time to enable meaningful evaluation of the student's ability
- The student is in the upper five percent of his age group in terms of general mental ability
- The student's physical and social maturity is consistent with such advanced mental ability
- The parent/guardian has filed a written statement approving promotion to first grade

2. Retention Criteria

A student may be considered for retention if they are performing below minimum academic standards in one or more core subjects and are not likely to benefit from immediate promotion.

3. Grade-Level Considerations

- Teachers shall evaluate students for promotion and retention between each of the following grade levels.
 - Between Grades 2 and 3
 - Between Grades 3 and 4
 - Between Grades 4 and 5
 - Between the end of the intermediate grades and the beginning of middle school grades (typically between Grades 6 and 7, but may vary)
 - Between the end of the middle school grades and the beginning of the high school grades (typically between Grades 8 and 9, but may vary)

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4. English Learners and Students with Disabilities

For English learners, retention decisions shall include an analysis of English language development and shall not be based solely on English proficiency. For students with disabilities, decisions shall align with their IEP or 504 Plan and include appropriate team input.

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Administrative Regulations

1. Identification of At-Risk Students

- Teachers shall regularly assess student progress using appropriate academic indicators.
 - When identifying at-risk students, at-risk status for students transitioning between Grades 2 and 3, and Grades 3 and 4, based primarily on their proficiency in reading.
 - When identifying at-risk students, at-risk status for students transitioning between Grades 4 and 5, the intermediate and middle school, and between middle school and high school, shall be based primarily on their level of proficiency in reading, English language arts, and mathematics.
- If a student is not meeting grade-level standards, the teacher shall notify the parent/guardian and develop a written intervention plan.
- Parents will be notified that their student is at risk of retention as soon as possible.

2. Academic Interventions

- Before a student is considered for retention, the District shall provide appropriate academic interventions, which may include:
 - Small group instruction
 - After-school or summer programs
 - Additional academic support
 - Targeted instruction using modified curriculum

3. Decision-Making Process and Appeal

- Teachers, administrators, and support staff shall review a student's academic record, assessments, and prior interventions.
- Parent/guardian input shall be solicited and documented.
- If a student performs below the minimum standards for promotion, the student shall be retained unless the teacher determines in writing that retention is not an appropriate intervention to address the student's academic deficiencies. The teachers' written determination shall specify the reasons that retention is not appropriate, as well as

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recommendations for interventions other than retention that the teacher feels are necessary to attain acceptable levels of academic achievement. If promotion is contingent on the student's participation in summer school or interim session remediation program, the student's performance shall be reassessed at the end of the remediation program, and the decision to retain or promote the student shall be reevaluated at that time. The teachers' assessment shall be discussed with the student's parent/guardian prior to final determination.

- If the student's parent/guardian disagrees with the teacher's decision to promote or retain the student, the parent/guardian may appeal to the Superintendent within 10 days of the final decision. In assessing the appeal, the burden shall be on the parent/guardian to show why the teacher's decision should be overruled. The Superintendent, or their designee, shall respond to the parent/guardian's appeal as soon as practicable, and such decision shall be final.

4. Documentation

- The District shall maintain written records of all promotion/retention decisions and the academic data used to make those decisions.
- A copy of any parent appeals and determinations shall also be retained.

Course of Study and Instruction

Policy 3-303

Scope:

This policy ensures all students from grades 1–12 receive a comprehensive, equitable, and standards-aligned education. It provides guidelines for instructional content, curriculum review, and innovative learning opportunities, aligned with California Education Code.

Purpose

The District adopts this policy to ensure compliance with California Education Code § 51220 et seq. which require the adoption and implementation of a course of study that supports the intellectual, physical, moral, and civic development of students.

1. Course of Study Requirements

- **Elementary School (Grades 1–6)** The elementary course of study shall be designed to prepare students for the academic rigor and expectations of secondary education. It lays the foundation for success in middle and high school by emphasizing the development of core academic skills, social-emotional learning, and civic awareness.
- The course of study for elementary grades shall include instruction in the following areas, as required by Education Code § 51210:
 - English language arts
 - Mathematics
 - Social sciences (including history and geography)
 - Science
 - Visual and performing arts
 - Health education or Physical education
 - Other studies as needed to meet state standards and student developmental needs.

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- **Secondary School (Grades 7–12)** The secondary course of study shall offer both academic and alternative pathways that support students in meeting high school graduation requirements and preparing for college, career, and civic life. In addition to traditional coursework, the District may support the following instructional options:
 - Independent study
 - Interdisciplinary or project-based learning
 - Supervised work experience or internships
 - Regional occupational programs (ROP)
 - Correspondence instruction (if authorized)
- The course of study for secondary grades shall be designed in accordance with Education Code § 51220 and shall include instruction in:
 - English
 - Mathematics
 - Science (including physical and biological sciences)
 - Social sciences (including U.S. history and government, world history, geography, economics, and civics)
 - Visual and performing arts
 - Physical education
 - Health education, including sexually transmitted disease prevention
 - Career technical education (CTE)
 - World languages
 - Driver education
 - Personal and public safety and responsibility
 - Courses that encourage understanding of the American government, legal system, democratic values, and civic responsibility.

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- The Governing Board shall adopt a course of study for grades 1 through 12 that is consistent with state-adopted curriculum frameworks and content standards, and that prepares students for college, career, and civic life. The course of study shall include:
 - English language arts
 - Mathematics
 - Science
 - History-social science
 - Visual and performing arts
 - Physical education
 - Health education
 - Personal finance, to the extent required by California law
 - World languages (optional in grades 7–12)
 - Career technical education (CTE)
 - Applied arts, including instruction in the areas of consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture
 - Personal and public safety and responsibility
 - Driver education (if offered)
 - Ethnic studies, if and to the extent required by California law
 - Courses that foster an understanding of the American government, legal system, democratic values, and civic responsibility

2. Instructional Time and Sequence

Instructional time shall be allocated in accordance with Ed. Code § 46201 to ensure students receive adequate exposure to each area of study.

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3. Adoption and Review of Curriculum

The course of study shall be reviewed and adopted by the Governing Board and updated periodically. In developing and updating the curriculum, the District shall:

- Solicit input from educators, administrators, families, and community stakeholders
- Align courses with state frameworks and content standards
- Ensure instructional materials are adopted through a public process consistent with Ed. Code § 60000 et seq.

4. Equal Access and Nondiscrimination

No student shall be denied access to any course or program on the basis of race, ethnicity, gender, religion, disability, sexual orientation, or any other protected class.

5. Local Customization and Innovation

School sites may propose innovative instructional programs or electives, provided they align with the adopted course of study and are approved by the Governing Board.

6. Certification to the State Superintendent

The District shall certify to the State Superintendent that any adopted course of study for grades 1–8 prepares students to meet the high school graduation requirements set forth in Education Code § 51225.3.

7. Administrative Implementation Guidelines

To support the consistent implementation of this policy, the following administrative practices shall be observed:

- Curriculum Review Cycle: Subject area curriculum shall be reviewed and updated at regular intervals in alignment with state adoption cycles or as needed based on legislative or content standards updates.
- Stakeholder Engagement: During curriculum development or revision, site and district-level processes shall include meaningful consultation with teachers, administrators, parents/guardians, students (as age-appropriate), and community members.
- Elective and New Course Proposals: Any school seeking to pilot or introduce a new elective course must submit a course outline to the District's instructional services department for review. Final approval rests with the Governing Board.

Adopted on:
Revised on: N/A

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- **Instructional Minutes Monitoring:** School administrators shall ensure compliance with state-required instructional minutes across content areas by maintaining accurate bell schedules and classroom time allocations.
- **Professional Collaboration:** Grade-level and department teams shall meet regularly to ensure horizontal and vertical alignment of the curriculum and to evaluate instructional practices.

8. Adult Schools

The District may issue a diploma or certificate to adults and eligible minors enrolled in adult schools upon satisfactory completion of the District's elementary educational program.

Adult education students who meet the District's high-school graduation requirements shall receive a high-school diploma.

9. Policy Review

This policy shall be reviewed at least once every five years in accordance with curriculum adoption cycles or sooner as required by legislative or regulatory changes.

Adopted on:
Revised on: N/A

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Federal and State Compensatory Education Policy 3-400

Policy Statement

1. A school operating a Title I schoolwide program may use Title I funds to upgrade the entire educational program of the school in accordance with law and shall not be required to identify particular children as eligible to participate in the schoolwide program or to identify individual services as supplemental.
2. A school operating a Title I targeted assistance program shall identify eligible students who are failing, or most at risk of failing, to meet challenging state academic standards based on multiple, educationally related, objective criteria established by the District and supplemented by the school, except that children from preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the District and supplemented by the school. All identification and service decisions shall comply with requirements of the Elementary and Secondary Education Act (ESEA), Education Code §§ 54020–54029, and the District’s Local Control and Accountability Plan (LCAP).
3. Title I schoolwide programs, Title I targeted assistance programs, and any applicable state compensatory education activities shall be implemented in accordance with the ESEA, applicable state law, the District’s LCAP, and each participating school’s School Plan for Student Achievement (SPSA), as applicable. Identification of students for Title I targeted assistance services shall be conducted in accordance with ESEA requirements and applicable District criteria.

Purpose

The Governing Board supports the effective use of federal and state supplemental funds to improve academic achievement for students performing below grade level. The District shall administer Title I, Part A programs, Title VI Indian Education programs if applicable, and any applicable state compensatory education requirements in accordance with state and federal law. Additionally, if the District applies for or receives funds pursuant to Title VI for Indian education, this policy is intended to ensure compliance with 20 U.S.C. section 7420, et seq.

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Revised on: N/A

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The policies are developed in collaboration with the Small School Districts’ Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

4. The Superintendent or designee shall:
 - Maintain documentation showing how students are identified and served;
 - The District and each school receiving Title I, Part A funds shall jointly develop, agree on with, distribute, and periodically update required written parent and family engagement policies in accordance with law. Each Title I school shall also jointly develop a school-parent compact where required.; and
 - Align compensatory-education efforts with the SPSA and the LCAP.
5. Program implementation shall be reviewed annually by the Board as part of the LCAP and budget adoption process to verify that supplemental funds are targeted effectively.
6. If the District applies for or receives federal Title VI Indian Education formula grant funds, the Superintendent or designee shall develop, implement, and evaluate the program in accordance with applicable federal law and the District's approved grant application.

The District's Title VI Indian Education program shall be designed to meet the unique educational, culturally related academic, language, and cultural needs of eligible Indian children served by the District. Program objectives and outcomes shall be based on the same challenging state academic standards applicable to all students and shall be consistent with applicable state, tribal, local, and District plans.

The Superintendent or designee shall ensure that Title VI funds are used only to supplement, and not supplant, federal, state, and local funds otherwise available for services to Indian students, and only for activities authorized by federal law and described in the District's approved application.

Administrative Regulations

1. The Superintendent or designee shall develop and maintain procedures to:
 - Identify students most in need of academic support using objective academic data;
 - Document and retain evidence of student selection and program participation consistent with audit requirements;
 - Provide required parent/guardian notifications under Title I and Education Code § 64001; and
 - Align all compensatory-education activities with the District's LCAP and SPSA.
2. Program staff shall review data annually and recommend adjustments to ensure supplemental funds remain targeted to the highest-need students.
3. Indian Education Pursuant to Title VI

If the District applies for or receives federal Title VI Indian Education formula grant funds:

- The District shall develop the Title VI program based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of Indian students. In developing the program, the District shall use, to the extent practicable, the best available talents and resources, including individuals from the Indian community.
- The District shall develop the Title VI program in open consultation with parents and family members of Indian children, teachers, representatives of Indian tribes on Indian lands located within 50 miles of any school the District will serve if such tribes have children enrolled in such school, Indian organizations, and, when appropriate, Indian students attending District secondary schools. Such consultation shall include public hearings held by the District to provide the specified individuals and entities a full opportunity to understand the proposed program and offer recommendations.
- The District shall meaningfully collaborate with Indian tribes located in the community in a timely, active, and ongoing manner in developing the comprehensive program and shall document the collaboration process and any actions taken as a result of such collaboration.

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Revised on: N/A

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- If the District proposes to use Title VI funds in a schoolwide program, the District shall identify in its application how the use of such funds in the schoolwide program will produce benefits to Indian students that would not be achieved if the funds were not used in the schoolwide program.
- The District shall establish and maintain a committee for the Title VI program composed of and selected by parents and family members of Indian children in District schools, representatives of Indian tribes on Indian lands located within 50 miles of any school the District will serve if such tribes have children enrolled in such school, teachers in District schools, and, when appropriate, Indian students attending District secondary schools. A majority of the committee shall be parents and family members of Indian children. The committee shall adopt and follow reasonable bylaws for the conduct of its activities.
- The District shall obtain the participation and written approval of the committee in developing the Title VI program and application. If the application describes a schoolwide program, the committee shall review the program in a timely manner and determine that the program will not diminish the availability of culturally related activities for Indian students and will directly enhance the educational experience of Indian students.
- The Superintendent or designee shall conduct outreach to parents and family members of Indian children to support their meaningful participation in the development, operation, and evaluation of the Title VI program.
- The District shall provide professional development, as needed, to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that teachers involved in programs assisted with Title VI funds are properly trained to carry out such programs.
- The District shall periodically assess the progress of all Indian children enrolled in District schools, including Indian children who do not participate in Title VI-funded programs, in meeting the program's objectives and outcomes. The District shall provide the results of such assessments to the Title VI committee, the community served by the District, and the Indian tribes whose children are served by the District, consistent with the Family Educational Rights and Privacy Act. The District shall consider and respond to findings from prior assessments in developing and revising the program.

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- The District shall coordinate Title VI activities with other federal programs supporting educational and related services administered by the District.
- The District shall maintain policies and procedures, including procedures related to the hiring of personnel as applicable, to ensure that the Title VI program is operated and evaluated in consultation with, and with the involvement of, parents and family members of Indian children and representatives of the area served.
- The District shall prepare and submit required reports regarding the effectiveness of Title VI activities in improving the educational achievement of Indian students, meeting program objectives and outcomes, and addressing the unique cultural, language, and educational needs of Indian students.

Title I Fiscal Requirements

- The District shall administer Title I, Part A funds in accordance with applicable federal fiscal requirements, including maintenance of effort, supplement-not-supplant, comparability of services, allowable-cost, documentation, and audit requirements.
- The District shall use Title I, Part A funds only to supplement, and not supplant, the state and local funds that would, in the absence of Title I funds, be made available for the education of students participating in Title I programs.
- To demonstrate compliance with the supplement-not-supplant requirement, the District shall maintain a methodology for allocating state and local funds to schools receiving Title I assistance that ensures each such school receives all state and local funds it would otherwise receive if it were not receiving Title I assistance. The District shall not be required to identify each individual cost or service supported with Title I funds as supplemental, or to provide Title I services through a particular instructional method or setting, to demonstrate compliance with supplement-not-supplant.
- Where comparability requirements apply, the District shall use state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to services in schools that do not receive Title I funds. If all District schools are served with Title I funds, the District shall use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Comparability may be determined on a grade-span-by-grade-span or school-by-school basis.
- Where comparability requirements apply, the District shall establish and implement an LEA-wide salary schedule and policies to ensure equivalence among schools in teachers, administrators, and other staff, and equivalence among schools in the provision of curriculum materials and instructional supplies. The Superintendent or designee shall develop procedures for comparability compliance and maintain records,

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updated at least biennially, documenting such compliance.

- The comparability requirements shall not apply if the District does not have more than one building for each grade span. In determining comparability, the District may apply exclusions permitted by federal law.

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Independent Study Policy 3-401

Scope:

The Governing Board authorizes the use of Independent Study (“IS”) as an instructional strategy for students enrolled in the District, provided that all legal requirements are met and the program is implemented in a manner that maintains the educational quality and accountability standards expected by the Board.

If a student’s needs can be met during IS, a student may be permitted to go on Short-Term or Long-Term IS as set forth below under the supervision of a District employee that possesses a valid teaching credential.

1. Written Agreement

Any student permitted to participate in IS, Short-Term or Long-Term, must enter into a Written Agreement with the District. The Written Agreement shall be between the student, parent/guardian and the District. All Written Agreements shall be signed before the start of IS and include all components required by law, including but not limited to the following:

- Objectives and methods of study for the student’s work.
- The resources, including instructional materials, to be made available to the student.
- The manner, time, and place for submitting the student’s assignments and for reporting progress.
- The method used to evaluate the student’s work.
- The maximum length of time between the assignment and completion dates.
- The duration of the IS agreement, including beginning and ending dates.

Purpose

The Board recognizes the critical importance of regular student attendance in fostering academic success.

The Board adopts this policy to permit Independent Study (IS) as an alternative instructional strategy, with District approval.

This policy is designed to offer flexibility to meet the diverse needs of students while maintaining high educational standards. A student’s participation is only permitted if the student is prepared to meet the IS requirements and is likely to succeed

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- How satisfactory educational progress will be determined for the student.
- A statement of the number of missed assignments that will trigger an evaluation of whether the student should continue in IS.
- A statement that participation in IS is voluntary, and no student may be required to participate.

A copy of the Written Agreement shall be maintained by the District, along with all other records required to document attendance IS students.

2. Short-Term Independent Study

Short-term Independent Study is defined as an IS program scheduled for 15 school days or fewer.

Except under emergency circumstances, families must provide at least two weeks' notice to the District of their desire to place their student on Short-Term IS. With District approval, the Short-Term IS will be approved and an agreement will be provided to the family for execution.

3. Long-Term Independent Study

Long-term Independent Study is defined as an IS program scheduled for 16 school days or more.

For long-term IS, the District shall ensure that the IS program is consistent with the student's grade-level standards and provides the same level of quality instruction as the traditional classroom setting. Regular evaluations and progress monitoring shall be conducted to ensure the student remains on track to meet their educational goals.

Long-Term IS shall meet the requirements of the law, and by way of illustration and not limitation, including the following:

- **Synchronous Instruction Requirements**

Synchronous instruction shall be defined as instruction provided in real-time by the supervising teacher to the student, involving live two-way communication. The instruction may be classroom-style, small group or one-on-one. The District shall document evidence of student participation in synchronous instruction, which may

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include documentation of verbal or visual participation during instructional periods, even if conducted via telephone or non-video communication.

For grades K-3, there must be opportunities for daily synchronous instruction.

For grades 4-8, there must be opportunities for at least weekly synchronous instruction.

For grades 9-12, there must be opportunities for at least weekly synchronous instruction.

- **Asynchronous Instruction Requirements**

Asynchronous instruction refers to educational activities that students complete independently at their own pace, without real-time interaction with a teacher. This may include online modules, recorded video lessons, assignments, and other instructional activities that can be accessed at any time. Asynchronous instruction may be utilized to provide students with greater flexibility in completing their coursework. The time value of asynchronous instructional activities will be determined by a certificated teacher and included in the documentation of the student's work product, as required by law.

- **Live Interaction Requirements**

Live interaction refers to interactions between the student and District staff (classified or certificated), and may include peers, for the purpose of maintaining school connectedness, including wellness checks, progress monitoring, provision of services and instruction. This interaction may include in-person, internet or telephone communication.

For grades 4-8, there must be opportunities for daily live interaction.

- **Tiered Reengagement & Satisfactory Educational Progress**

All students that are not generating attendance for more than 10% of minimum instructional time over four continuous weeks, are not participating in more than 50% of the synchronous instruction in a month, or violated the Written Agreement, the District shall implement their tiered reengagement procedures. The tiered

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reengagement procedures shall comply with the law and by way of illustration and not limitation includes the following:

- Verification of current contact information for each enrolled pupil.
- Notification to parents or guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation.
- A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
- A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being.

Any student determined to not be making satisfactory educational progress, notification shall be provided to the student. Evaluations and recommendations shall be made regarding whether it is in the student's best interest to remain on IS.

4. High School Independent Study and Course-Based IS

The District may offer course-based Independent Study programs for high school students as permitted by law. Such programs must meet all requirements related to curriculum alignment with state standards, the measurement of student achievement, instructional time equivalent to classroom-based instruction, and the qualifications of the certificated teacher responsible for the program.

5. Restrictions on Funding and/or Supplies

No student shall be prohibited from participating in the District's IS solely on the basis that he or she does not have the materials, equipment, or Internet access that are necessary to participate in the independent study course.

Students participating in the District's IS may be provided with educational materials, equipment, etc., as needed to support them in their program. However, the District shall not provide a student or his/her parent or guardian with funds or any other thing of value that a school district could not legally provide to a similarly situated student attending the District.

Provision of Special Education And Related Services Policy 3-402

Scope:

The District must provide a free appropriate public education to all individuals with disabilities, aged 3 to 21 years, who reside within the District.

District is committed to providing special education services and related services to those individuals with disabilities after the regular education program has been considered and utilized to the extent possible.

District is a part of a special education local plan area (“SELPA”) that administers the local plan for special education services and the allocation of funds for special education services. District will participate in and support the operations of the local SELPA to ensure coordination and resource access.

1. Child Find Obligations

The District must identify, locate, and evaluate all children with disabilities residing within the District's jurisdiction who may be eligible for special education and related services. The District shall implement child find activities consistent with state and federal law to ensure that eligible children are identified and referred for assessment in a timely manner.

- Identification and Referral

The Superintendent or designee shall establish procedures to identify, locate, and refer for assessment children who are suspected of having a disability and

Purpose

Every district that provides special education services to its students must adopt policies for the programs and services it operates and/or provides.

The Governing Board of the District recognizes its legal responsibility to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students with disabilities.

The Governing Board of the District is committed to ensuring that all students with exceptional needs are provided a free appropriate public education (FAPE) in accordance with state and federal law. This includes delivering special education instruction and related services as defined in the Education Code and the Individuals with Disabilities Education Act (IDEA).

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who may require special education and related services. Child find activities shall apply to all eligible children, including those who:

- Are enrolled in District schools;
- Attend private schools located within the District's boundaries;
- Are highly mobile, migrant, homeless, or foster youth;
- Attend charter schools for which the District has child find responsibilities;
- Are advancing from grade to grade but are suspected of having a disability; or
- Are preschool-aged children residing within the District's jurisdiction.

- **Assessments**

When the District has reason to suspect that a child has a disability and may require special education services, the Superintendent or designee shall ensure that the child is referred for assessment in accordance with applicable law. Assessments shall address all areas of suspected disability and shall be conducted within legally required timelines.

2. Program and Services Offered

District provides special education and related services to students with exceptional needs in the least restrictive environment. The services shall be delivered:

- According to the individual needs identified in each student's individualized education program ("IEP").
- By appropriately credentialed, licensed, or otherwise qualified personnel to deliver all components of special education services.

District shall provide program options, as required by law to meet the needs of its students. The program and services offered shall provide special education students with a Free and Appropriate Public Education ("FAPE") as required by law.

3. SELPA

Through the District's participation in the SELPA, the District shall have a written agreement with the SELPA. The District shall comply with the Local Plan developed by the SELPA to assure general compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Act ("IDEA") and the Americans with Disabilities Act ("ADA").

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Administrative Regulations

1. Personnel Requirements

- **Instructional Staff**

- Special education instruction shall be delivered by credentialed teachers authorized to provide instruction to students with exceptional needs.

- **Related Services Providers**

- Services such as speech therapy, occupational therapy, and counseling shall be provided by individuals holding the appropriate state credentials, licenses, or certifications.

- **Assignment Limitations**

- Staff providing special education services shall not be assigned to general education duties concurrently, unless appropriately authorized and included in the IEP.

2. Program Implementation

- **Service Delivery**

- Services shall be based on the IEP and may be delivered in general education classrooms, resource rooms, special day classes, or other approved settings.

3. Least Restrictive Environment (LRE)

- The District shall ensure, to the maximum extent appropriate, that students with exceptional needs are educated with nondisabled peers and removed from general education settings only when necessary.

4. IEP Process (*See Policy 3-402a for additional detail*)

- **Development and Review**

- IEPs shall be developed by multidisciplinary teams in accordance with the law and shall be reviewed at least annually.

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- **Documentation**

- The District shall maintain detailed records of the services provided, student progress, and communications with parents/guardians.

- **Progress Monitoring**

- Special education staff shall regularly monitor student progress and adjust instruction and services as needed in consultation with the IEP team.

5. SELPA Coordination

- The Superintendent or Special Education Director shall provide the Governing Board with an annual report identifying the number of students receiving special education and related services, consistent with the SELPA reporting schedule and state and federal data requirements.
- The District shall comply with the SELPA's local plan and collaborate with SELPA personnel to ensure program quality and compliance.

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Individualized Education Plan

Policy 3-402a

Scope:

Every student identified as an individual with exceptional needs is entitled to a free appropriate public education (FAPE) in the least restrictive environment. The District shall develop, review, revise, and implement an Individualized Education Program (IEP) for each eligible student in accordance with state and federal law.

The Superintendent or designee shall ensure that special education and related services identified in a student's IEP are provided as soon as possible following the IEP meeting and that all staff responsible for implementing the IEP are informed of their responsibilities.

1. Development of the IEP

Following completion of an assessment, an IEP meeting shall be convened within legal timelines to determine eligibility and, if appropriate, develop an IEP.

Purpose

The Governing Board of the District recognizes its legal responsibility to provide a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students with disabilities, all of which must be set out in a student's Individualized Education Plan (IEP).

The delivery of special education instruction and related services is provided to students in accordance with their IEP.

The IEP shall include all components required by law, including but not limited to:

- Present levels of academic achievement and functional performance;
- Measurable annual goals;
- A description of how progress toward goals will be measured and reported to parents/guardians;
- Special education, related services, supplementary aids and services, program modifications, and supports to be provided;
- The projected beginning date, frequency, location, and duration of services;
- Participation in state and district assessments and any necessary accommodations or alternate assessments; and
- Transition services and postsecondary goals, when required by law.

2. IEP Team Membership

The IEP shall be developed, reviewed, and revised by an IEP team composed of the student's parent(s)/guardian(s) and other individuals required by law, including appropriate general education and special education personnel and a District representative qualified to provide or supervise special education services.

A required team member may be excused only in accordance with the law.

The District shall take reasonable steps to ensure meaningful parent participation in IEP meetings, including providing all legally required notices.

3. Annual Review and Revision

The IEP team shall review each student's IEP periodically, but not less than annually, to determine whether the student's annual goals are being achieved and to revise the IEP as appropriate to address the student's progress, results of assessments, anticipated needs, and other relevant matters.

Upon receipt of a written request from a parent/guardian for an IEP meeting, the District shall convene the meeting within the timelines required by law.

4. Reevaluation and Continued Eligibility

Students receiving special education services shall be reevaluated at least once every three years, or more frequently if conditions warrant or if requested by the student's parent/guardian or teacher, subject to applicable legal requirements. The District and parent/guardian may agree in writing that a reevaluation is unnecessary when permitted by law.

5. Transition Services

Beginning not later than the first IEP to be in effect when the student reaches age 16, or younger when determined appropriate by the IEP team, the IEP shall include measurable postsecondary goals and transition services designed to facilitate movement from school to postsecondary education, employment, and independent living, as appropriate. These transition goals and services shall be reviewed and updated annually.

6. Transfer Students

The District shall provide services to students with existing IEPs who transfer into the District in accordance with state and federal law and shall adopt the existing IEP or develop a new IEP within applicable timelines.

Adopted on: Revised on: N/A

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Administrative Regulations

1. Scheduling and Notice of Meetings

The District shall ensure that parents are afforded an opportunity to participate in IEP meetings.

The District shall:

- Provide written notice of meetings early enough to ensure participation;
- Schedule meetings at a mutually agreed-upon time and place whenever feasible;
- Use alternative means of participation when appropriate, including telephone or videoconference;
- Provide interpreters or translated documents when required by law.

Meeting notices shall identify:

- Purpose of the meeting;
- Date, time, and location;
- Persons expected to attend;
- Parent rights regarding participation and inviting individuals with knowledge of the student.

2. Contents of IEP

The IEP shall include:

- Present Levels of Performance

A statement of the student's present levels of academic achievement and functional performance.

- Annual Goals

Measurable annual goals addressing the student's identified educational needs.

For students participating in alternate assessments aligned to alternate achievement standards, short-term objectives or benchmarks shall be included as required by law.

- Progress Reporting

A description of:

- How progress toward annual goals will be measured; and
- When periodic reports will be provided to parents.

- Services and Supports

A statement of:

- Special education services;
- Related services;
- Supplementary aids and services;
- Program modifications; and
- Supports for school personnel.

- Service Details

The projected beginning date, frequency, location, and duration of services. Including, an explanation to the extent that the services that the student will not participate with nondisabled peers.

- Assessments

Participation in state and district assessments and any accommodations, modifications, or alternate assessments.

- Extended School Year

When appropriate, the IEP team shall determine whether extended school year services are required.

- Transition Services

Beginning no later than the first IEP in effect when the student turns age 16, or younger when appropriate, the IEP shall include:

- Measurable postsecondary goals;
- Transition services; and
- Courses of study supporting those goals.

3. Parent Consent

Written parental consent shall be obtained before:

- Initial provision of special education services;
- Reevaluations, when required by law; and
- Release of records when required.

Consent for one service shall not be construed as consent for all services.

If consent is refused or revoked, the District shall proceed in accordance with the law.

4. IEP Implementation

The Superintendent or designee shall ensure that:

- Services identified in the IEP are provided as soon as possible after adoption of the IEP;
- Responsible staff members have access to the IEP;
- Staff members are informed of their specific responsibilities; and
- Necessary accommodations and supports are implemented.

5. Annual Review

The IEP shall be reviewed at least annually. The IEP team shall review:

- Progress toward goals;
- Assessment results;
- Parent concerns;
- Student needs;
- Behavioral and functional performance; and
- Transition planning, when applicable.

The IEP may be amended without convening a meeting when permitted by law and agreed to in writing by the parent and district.

6. Parent Requests for Meetings

Upon receipt of a written parent request for an IEP meeting, the District shall convene the meeting within 30 calendar days, excluding days between regular school sessions, school vacations exceeding five school days, and periods when school is not in session.

7. Triennial Evaluations

Each student receiving special education services shall be reevaluated at least once every three years unless:

- The parent and district agree that a reevaluation is unnecessary; or
- Reevaluation is otherwise not required by law.

The reevaluation shall determine:

- Continued eligibility;
- Educational needs; and
- Appropriate services and supports.

8. Discipline and Manifestation Determinations

The District shall ensure that it complies with all legally mandated procedures regarding the discipline of students with disabilities including, but not limited to, procedures for:

- Conducting manifestation determinations;
- Removing students from their current placement; and
- Placing students in an “interim alternative educational setting.”

9. Transfer Students

When a student transfers into the District with an existing California IEP, the District shall provide comparable services immediately and shall adopt the previous IEP or develop a new IEP within legal timelines.

10. Independent Educational Evaluations

By law, parents have the right to obtain an independent educational evaluation under certain conditions.

Non-Public School and Non-Public Agency Services Policy 3-402b

Scope

Sometimes, students with disabilities need special education services that the District cannot provide in its own schools. When that happens, the District may place a student in a certified nonpublic school (NPS) or use a nonpublic agency (NPA) to provide those services. All NPS and NPA placements require parent involvement and assurances that the placement complies with the law.

Purpose

When appropriate services are not available within the District or SELPA, the District may contract with a certified Nonpublic School (NPS) or Nonpublic Agency (NPA) to meet the individual needs of a student with an Individualized Education Program (IEP).

Placement Requirements

1. The District shall use NPS/NPA placements only when no appropriate public program is available.
2. The placement decision must be based on a student's individualized needs, determined by the IEP team.
3. NPS/NPA services shall be documented in the IEP and reviewed at least annually.
4. All contracts with NPS/NPA providers shall be approved by the Governing Board and conform to California Department of Education (CDE) certification requirements.
5. The District shall ensure that any NPS/NPA it contracts with:
 - Is certified and maintains good standing with the CDE
 - Adheres to student record privacy and special education procedural safeguards
 - Provides qualified personnel with appropriate licenses and credentials
6. Parents shall be informed of their due process rights and the rationale for any recommendation for NPS/NPA placement.
7. The District shall ensure that the IEP team maintains responsibility for monitoring the students' progress towards meeting the goals specified in their IEP.

Adopted on:

Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

8. The District shall ensure that decisions related to NPS/NPA placements are made without discrimination based on race, ethnicity, language, disability severity, economic status, or family background.

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Administrative Regulations

1. Definitions

- **Nonpublic, Nonsectarian School (NPS):** A private, nonsectarian school certified by CDE to enroll students with disabilities per an IEP when no public placement is available (Ed Code § 56034).
- **Nonpublic, Nonsectarian Agency (NPA):** A certified agency that provides designated instruction and services (DIS) per a student's IEP, such as OT, speech, counseling, etc. (Ed Code § 56035; 34 CFR § 300.34).
- **Individual Services Agreement (ISA):** A legally binding agreement between the District and an NPS/NPA detailing the specific services to be provided to a student based on their IEP, including cost, frequency, and duration.
- **Special Education Local Plan Area (SELPA):** A regional agency that supports local school districts in delivering special education services and compliance.

2. IEP Team Responsibilities

- The IEP team shall determine the need for NPS/NPA services only after considering all appropriate public options.
- The decision must be supported by assessment data and documented in the IEP, including:
 - The specific services required
 - The rationale for placement
 - Goals and methods for monitoring progress

3. Contracting and Oversight

- All contracts must comply with all legal requirements, including:
 - Be executed using the SELPA-approved master contract template;
 - Terms for service delivery, billing, confidentiality, and complaint resolution;
 - Require compliance with IDEA and state law; and

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- Be paired with an Individual Services Agreement (ISA) for each student, outlining all services and associated costs.
- No change to services may occur except through the IEP process.
- Prior to approval, the District shall confirm that the NPS/NPA:
 - Has an active certification with CDE;
 - Is certified for the grade level of the student; and
 - Is operating in CDE-certified facilities.

4. Out-of-State Placements

- The District shall only contract with an out-of-state NPS or NPA if no appropriate in-state public or private program is available.
- The District must:
 - Document efforts to locate in-state options.
 - Ensure dual certification from both California and the host state.
 - Submit a report to the State Superintendent within 15 days of placement, including:
 - a. Description of services
 - b. Cost of services
 - c. Documentation of efforts to find a placement in California
 - Determine a projected return date and maintain efforts to return the student to a California placement.

5. Site Visits and Monitoring

- The District shall conduct at least one annual visit to each NPS where students are placed.
- Monitoring reports shall address:
 - Student safety and engagement;
 - How well the student's IEP is being followed;

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- Staff qualifications; and
- Facility compliance with education codes and ADA accessibility.

6. Waivers

When necessary to implement a student's individualized education program and as authorized by law, the Superintendent or designee may petition the Superintendent of Public Instruction for a waiver of applicable requirements governing nonpublic, nonsectarian school or agency placements. Any such petition shall comply with applicable legal requirements.

7. Conflict of Interest Protections

- It shall be a conflict of interest for any attorney or advocate representing a student to recommend an NPS or NPA in which they have a financial interest or contractual relationship.
- District personnel must report suspected conflicts to the Superintendent.

8. Small District Considerations

- The Superintendent or designee may act as the special education administrator if staffing is limited.
- The District may coordinate with its SELPA to:
 - Access a shared pool of approved NPS/NPA providers
 - Receive support for monitoring and site visits
 - Review master contracts and legal compliance
- Any required oversight duties may be delegated or supported by SELPA staff under a Memorandum of Understanding (MOU).

9. Parent Notification and Rights

- Parents shall be informed in writing of:
 - The proposed NPS/NPA placement;
 - Their right to consent or disagree with the placement;
 - Their due process rights under IDEA; and

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- The timeline for implementation and review of services.

10. Data Reporting

- The District shall maintain accurate data on:
 - Number of students placed at each NPS or served by NPAs;
 - Annual cost per student; and
 - Contract status and service compliance.
- Required data shall be submitted to the SELPA and CDE in accordance with legal requirements.

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Transportation of Special Education Students Policy 3-402c

Scope:

The District recognizes its responsibility to provide safe, appropriate, and legally compliant transportation to students with disabilities when such services are required by the student's Individualized Education Program (IEP) or as otherwise required by law.

1. Related Service

Transportation is identified as a related service under the Individuals with Disabilities Education Act (IDEA) and must be provided at no cost to families when deemed necessary by the IEP team.

2. Transportation

The District is committed to ensuring that all transportation services meet the individual needs of students, are delivered in a manner consistent with federal and state law, and reflect our values of equity, dignity, and respect.

Purpose

To ensure that students with disabilities who are entitled to transportation as a related service receive appropriate, safe, and timely transportation services.

Provide parents with guidelines for transportation of their special education students.

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Administrative Regulations

1. Transportation Program Requirements

The Superintendent or designee shall develop and implement a transportation program for students with disabilities that:

- Coordinates special education transportation with regular education transportation services when appropriate.
- Ensures timely communication between IEP teams and transportation personnel whenever transportation is designated as a related service.
- Coordinates with the SELPA and other local educational agencies (LEAs) as needed.
- Ensures that any master contract or individual services agreement with a non-public school (NPS) or non-public agency (NPA) clearly defines the transportation responsibilities.
- Requires that for NPS placements, transportation services (if required) are clearly identified, and that the NPA/NPS may subcontract with a transportation provider but not require another LEA to provide transportation.
- Affirms that the District will not limit its obligation to monitor or maintain any medical device required for health and safety during transport.
- Establishes staff training protocols to address the unique needs of transported students.

2. Options for Meeting Transportation Needs

As specified in the IEP, the District may offer:

- Transportation by a school bus operated by the District or through a contract with another LEA;
- Transportation services through a third party;
- Mileage reimbursement to parents or guardians who transport their children to and from school; or
- Other options as determined appropriate by the IEP team and approved by the District.

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3. Parent and Community Communication

The District shall:

- Provide clear information to families about transportation services in a language and format they understand.
- Notify families promptly of changes to routes, pick-up/drop-off times, or providers.
- Designate a transportation contact person for family inquiries.
- Offer guidance to parents on how to request changes or report concerns.

4. Safety and Equipment Standards

- Transportation services must be compatible with any required medical equipment or mobile seating devices.
- Procedures must ensure compatibility with applicable Federal Motor Vehicle Safety Standards.
- Drivers and aides must receive training on:
 - Installation and securement of seating devices;
 - Emergency evacuation protocols; and
 - Disability awareness and student-specific needs.

5. Student Behavior and Disciplinary Protections

- Students with disabilities shall not be denied transportation services as a disciplinary consequence without an IEP team review.
- If a suspension from transportation is considered, the IEP team shall determine whether it constitutes a change in placement and follow the IDEA and other applicable requirements for manifestation determinations.

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6. Funding and Reimbursement

The District shall:

- Track transportation expenses to support claims for apportionment as required by law;
- Document and process parent reimbursement requests in alignment with IEPs and District policies.

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Caseloads for Special Education Providers Policy 3-402d

Scope:

The District shall maintain special education staff caseloads that comply with state and federal law, support student success, and ensure the provision of a Free Appropriate Public Education (FAPE).

1. Special Education Providers

Special Education Providers include but are not limited to:

- Resource Specialists
- Speech-Language Pathologists
- Early Childhood Special Education Teachers

2. Caseloads

Caseloads (students assigned) to Special Education Providers shall be assigned according to the law and in a manner that allows staff to effectively manage service delivery, meet IEP timelines, and maintain educational quality.

Purpose

To ensure that special education staff are assigned caseloads that comply with all legal requirements, support the effective delivery of services, and allow students with disabilities to receive a Free Appropriate Public Education (FAPE) in the least restrictive environment.

This policy aims to promote transparency, consistency, and fairness in caseload management.

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Administrative Regulations

1. Resource Specialist Program (RSP) Caseloads

- Caseloads shall also be consistent with applicable collective bargaining agreements and any provisions established by the District's approved SELPA local plan.
- The maximum caseload for a full-time Resource Specialist shall not exceed 28 students or as otherwise stated in the law.
- The District may request approval from the SELPA for a temporary increase to 32 students per FTE RSP.
- RSP teachers may be supported by instructional aides, but shall remain directly responsible for instruction and IEP implementation.

2. Speech-Language Pathologists (SLPs) or Hearing Specialists

- SLP caseloads shall be consistent with the law.
 - SLPs serving only children ages 3 to 5, caseloads shall not exceed 40 students.
 - SLPs serving all other children shall not have a caseload that exceeds 55 students.
- Caseloads may be adjusted based on:
 - Severity of student needs;
 - Number of school sites served; and
 - Service delivery models (e.g., individual, group, or consultative)

3. Early Childhood Special Education (Preschool)

- For Preschool teachers serving children ages 3 to 5:
 - With no instructional aide, caseload shall not exceed 12 students.
 - With one instructional aide, caseload shall not exceed 16 students.
 - With two instructional aides, caseload shall not exceed 20 students.

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4. Caseload Monitoring and Adjustments

- Caseloads shall be reviewed at least annually by the Superintendent or designee.
- Staff or program leads may request caseload reviews or adjustments based on workload, student needs, or service gaps.
- SELPA collaboration is required for all caseload exceptions.

5. Data Collection and Compliance

- The District shall maintain accurate caseload data, including student assignments and service logs.
- Data shall be used to monitor workload equity and IEP compliance.
- Non-compliance with caseload caps must be reported and addressed through corrective action plans.

6. Caseload Waivers for Resource Specialists

- The District may request a waiver from the State Board of Education (SBE) to increase a Resource Specialist's caseload beyond 28, not to exceed 32 students, in accordance with the law.
- A waiver will only be requested if:
 - The affected RSP and their bargaining unit agree;
 - The waiver is based on extraordinary fiscal or programmatic needs; and
 - All IEP services will still be provided as written.
- Waivers are valid for up to two school years
- If the RSP's caseload exceeds 28 under a waiver, the District will assign an instructional aide to that specialist for at least five hours per day.

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Review of Special Education Assignments Policy 3-402e

Scope:

The District shall implement procedures for both the regular evaluation of special education programs and for allowing teachers to initiate a review of individual student placements when concerns arise.

Evaluation

Evaluations shall occur to ensure all students receive services in the most appropriate setting and allow staff to help maintain high-quality and legally compliant programs.

SELPA Involvement

The District shall also collaborate with the SELPA while conducting and responding to reviews requested by teachers.

Purpose

To ensure that the District fulfills its obligation under the law to maintain procedures for the ongoing review of special education programs and placements, and for correcting any identified problems.

This policy supports both systemwide program evaluation and individual teacher input regarding classroom assignments.

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Administrative Regulations

1. Program-Wide Evaluation and Monitoring

- All special education programs shall be reviewed at least annually to assess:
 - Legal compliance
 - IEP implementation fidelity
 - Service delivery effectiveness
 - Student outcomes
- Reviews shall include input from staff, administrators, families, and students where appropriate.

2. Monitoring Tools May Include:

- Classroom observations
- File and IEP audits
- Stakeholder surveys
- Self-assessment rubrics
- Analysis of service logs and outcomes data

3. Corrective Action Plans

When noncompliance or systemic deficiencies are found:

- **A Corrective Action Plan (CAP)** shall be developed, including:
 - Description of the problem
 - Steps to remedy the issue
 - Responsible parties
 - Timelines for completion
- Follow-up monitoring will ensure implementation.

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- Findings and resolutions shall be documented and reported to the SELPA and the Board as appropriate.

4. **Teacher-Initiated Placement Review Process**

Regular and special education teachers may request a District-level review of the classroom assignment of a student receiving special education services.

- **Procedures:**

- The teacher submits a written request for review to their supervisor and/or the Special Education Director. The request must include:
 - a. Student's name; and
 - b. Specific concerns regarding placement
- The designated administrator will initiate a review within 30 school days of receipt.
- The review may involve consultations with related service providers (e.g., school psychologist, SLP, OT).
- The District shall issue a written finding that includes:
 - a. Whether current placement is appropriate;
 - b. Whether an IEP team meeting should be convened to address concerns;
 - c. Basis for the findings; and
 - d. Recommended non-IEP changes (e.g., classroom setup or supports)
- If referral to the IEP team is warranted, the District shall begin the process immediately.

Note: This policy does not change statutory timelines for requesting an IEP meeting or the requirements for teacher participation in IEPs under federal or state law.

5. **Documentation and Reporting**

- A summary of reviews and corrective actions shall be included in an annual report to the Board and shared with the SELPA.
- Records related to teacher-initiated placement reviews will be maintained in the student's file, with a copy provided to the requesting teacher upon conclusion.

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- Documentation of findings, corrective actions, and follow-ups shall be maintained for a minimum of five years.

6. Continuous Improvement

- Data collected through program monitoring shall inform professional development planning, staffing decisions, and budget development.
- The District shall engage in regular collaboration with the SELPA to identify shared needs, improve procedures, and develop regional resources.

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Procedural Safeguards

Policy 3-402f

Scope

The federal IDEA, California special education law, and their accompanying regulations, include “Procedural Safeguards” which protect the rights of the parents/guardians of students with disabilities, define various responsibilities of school districts, and provide a comprehensive system for resolving special education related disputes between parents and school districts.

Purpose

The intent of this policy is to ensure the District complies with the Procedural Safeguards required by law.

Parents of students with disabilities are entitled to notice regarding their rights and responsibilities under federal and state special education laws.

1. Definitions

- **“Parent” and/or Who is Entitled to the Procedural Safeguards**

For purposes of this policy, “parent” refers to parents, legal guardians, and surrogate parents of students with disabilities from three (3) years of age through age twenty-one (21) and to students who have reached age eighteen (18), the age of majority in California

Procedural Safeguards are available to all parents as defined herein.

- **“Notice of Procedural Safeguards”**

The “Notice of Procedural Safeguards” refers to a specific document the District shall provide to parents of students with disabilities. The document describes in detail each of the procedural safeguards, and how a parent may exercise their rights and responsibilities under the law. The California Department of Education (“CDE”) maintains information on Procedural Safeguards and provides guidance on the development of the Notice of Procedural Safeguards used by school districts.

The District shall develop, and update as needed, a Notice of Procedural Safeguards which shall be used throughout the District and placed on the District’s website.

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2. Notice of Procedural Safeguards

- **When a “Notice of Procedural Safeguards” Must be Provided to Parents**

At each IEP meeting convened by the District, the District shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights.

In addition, the Notice of Procedural Safeguards shall be provided to parents at all of the following times:

1. When a parent requests a copy;
2. When a student is referred for an initial special education assessment;
3. Whenever the District provides a parent with an assessment plan;
4. Upon receipt of a parent’s first state level or due process complaint in a school year; and
5. When the District makes a decision to remove a student and that removal would legally constitute a change of placement

- **District Staff Shall Follow Procedural Safeguards**

The District shall ensure that District staff members adhere to the Procedural Safeguards for students with disabilities as set forth in state and federal law and regulations, the policies of the District, and the SELPA special education local plan area.

District staff requiring additional guidance and information on Procedural Safeguards shall, as needed, refer to one or more of the following:

1. The specific statute(s) or regulations(s) governing the procedural safeguards referenced herein.
2. The District’s Notice of Procedural Safeguards or any related information developed and updated by CDE.
3. The District’s Special Education Director, and/or the case manager or program specialist for the student.

In addition to the Notice of Procedural Safeguards, the District shall ensure that Parents receive all procedural safeguards that are required by law.

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Administrative Regulations

1. List of Procedural Safeguards

This section lists each of the Procedural Safeguards including a summary of the parents' rights and responsibilities in each area.

Prior Written Notice

Prior Written Notice is a notice which must be sent to the parent of a student with a disability whenever the District:

- Proposes to initiate a change in the identification, assessment, or educational placement of the student or the provision of a free appropriate public education ("FAPE") to that student; or
- Refuses to initiate a change in the identification, assessment, or educational placement of the student or the provision of FAPE to that student.

In order to meet the legal requirements, the Prior Written Notice must be given within a reasonable amount of time before the District's proposal or refusal, and must contain the following information:

- A description of the actions proposed or refused by the District;
- An explanation of why the action was proposed or refused;
- A description of each assessment procedure, record, or report the District used as a basis for the action proposed or refused;
- A statement that parents of a child with a disability have protection under the procedural safeguards;
- Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- A description of other options that the District's and/or the District's IEP team considered and the reasons those options were rejected; and
- A description of any other factors relevant to the action proposed or refused.

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Parental Consent

The District is required to obtain the consent of the parent prior to taking certain actions with regard to a student with disabilities. Parental Consent requirements are as follows:

- **Initial Referral for Special Education**
 - A parent has the right to refer their child to the District for special education. The District cannot perform an initial assessment for special education until it receives written parental consent for the assessment, except as identified below.
- **Initial IEP - Initiation of Services**
 - If the District finds a student eligible for special education, it may not initiate services until the parent provides informed written consent to the special education and related services set forth in their child's initial IEP, except as identified below.
- **Procedures When a Parent Withholds or Fails to Provide Consent**
 - Initial Assessment: If a parent does not provide consent for an initial assessment or fails to respond to a request to provide the consent, the District may elect to pursue the initial assessment by utilizing due process procedures.
 - Initiation of Services: If a parent refuses to consent to the initiation of services, the District shall not provide special education and related services and shall not seek to provide services through due process procedures. The District shall provide prior written notice as required by law.
 - Partial Consent: If a parent consents in writing to the special education and related services for a student but does not consent to all of the components of the IEP, the District shall, without delay, implement the components for which the parent provided consent. Also, if the District determines that the program components which the parent consented to will not be sufficient to provide the student with FAPE, the District must initiate a due process hearing
 - Reevaluations: If a parent refuses to consent to a request to reevaluate a student, the District must document its reasonable measures to obtain consent. If a parent fails to respond to the District's efforts, the District may proceed with the reevaluation without the parent's consent.

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- **Procedures When a Parent Revokes Consent**

- If a parent of a student who has already provided consent for special education states in writing that they wish to revoke consent for the continued provision of special education the District:
 - a. May not continue to provide special education and related services to the student, but must provide prior written notice as described above, prior to ceasing all services
 - b. May not request a due process hearing or mediation in order to obtain an agreement or a ruling that the services may be provided to the student
 - c. Will not be considered to be in violation of the requirement to make a free appropriate public education (“FAPE”) available to the student because of the failure to provide the student with further special education and related services; and
 - d. Is not required to convene an IEP team meeting or develop an IEP for the child for further provision of special education and related services

Note: These procedures only apply when a parent is opting out of special education in its entirety. They do not apply when a parent is either: (a) refusing to sign an IEP because they do not agree with the District’s offer of FAPE; or (b) revoking consent for some, but not all of, the student’s current program.

Note: When a parent revokes consent, the District is not required to amend the student’s records by removing any references to special education.

2. **Independent Educational Evaluation**

If a parent disagrees with the results of an assessment by the District, they may request that the District pay for an Independent Educational Evaluation (“IEE”) as provided for under IDEA and state law. The District must respond to the request by either:

- Agreeing to the IEE and providing information on how to obtain the IEE; or
- If the District believes its assessment was appropriate and disagrees that an IEE is needed, the District may request a due process hearing to show its assessments were appropriate.

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3. Access to Educational Records

The District shall ensure that parents are granted the right to inspect and review all of their child's educational records without unnecessary delay, and that requested copies are provided within five (5) business days of the request. Parent access to records shall comply with applicable law and the District policy.

4. Due Process Hearings

Parents have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of their child or the provision of FAPE to that child.

- **Two –Year Period for Filing Complaints**

- The request for a due process hearing must be filed within (2) two years from the date the parent knew or should have known about the alleged action that forms the basis of the due process complaint.

- **Process for Filing Complaints**

- All due process complaints must be in writing, and a copy must be provided to the other party at the time the complaint is filed. A due process complaint is only sufficient if it contains specific and detailed information regarding the nature of the problem as required by law.

- **Resolution Session**

- When a parent files a due process complaint against the District, the District is granted the opportunity to resolve the dispute by convening a "Resolution Session" within 15 days of the date it received notice of the complaint. A Resolution Session is a meeting between the parents and designated District members of the IEP team who are familiar with the information in the complaint. The District and parent(s) may agree in writing to waive the Resolution Session. The District has 30 days to resolve the dispute by entering a legally binding agreement or the matter will proceed.

- **Due Process Rights**

- Due process rights are the rights provided to the parents of students with disabilities whenever a due process complaint is filed by the parent or the District. The due

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process rights that follow are granted to the parents though many are also granted to the District or any other party to a due process case:

- Parents have the right to:
 - a. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings;
 - b. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities;
 - c. Present evidence, written arguments, and oral arguments;
 - d. Confront, cross-examine, and require witnesses to be present;
 - e. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions;
 - f. Have the child present at the hearing;
 - g. Have the hearing be open or closed to the public;
 - h. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing;
 - i. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing;
 - j. Have an interpreter provided;
 - k. Request an extension of the hearing timeline;
 - l. Have a mediation conference at any point during the due process hearing; and
 - m. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney.

- **Placement During Due Process Proceedings - “Stay-Put”**

- When a due process complaint or civil complaint in superior court has been filed regarding the provision of FAPE to a student, the student shall remain in his/her

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current educational placement unless the parent and the District agree to an alternative placement. This requirement is commonly referred to as “stay-put.”

- **Appeals**

- A due process hearing decision is final and binding on both the parent and the District. Either the parent or the District may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final hearing decision.

- **Attorneys’ Fees**

- A parent who is a prevailing party in a due process hearing may be awarded some or all of their attorneys’ fees and costs. Fee awards may be reduced based on various factors.

5. Mediation and Alternative Dispute Resolution

- A request for mediation may be made either before or after either the parent or District has requested a due process hearing. In addition, either party may request that any disputes or concerns be resolved through alternative dispute resolution (“ADR”) provided by the SELPA or County.
- “Prehearing mediation” refers to mediation that is requested prior to the filing of a due process complaint. Requests for prehearing mediation are filed with the State Superintendent, Office of Administrative Hearings (“OAH”), and are subject to specific legal requirements. After a due process hearing is filed, the parties are also given the opportunity to participate in mediation.

6. Children Attending Private Schools

- The District shall ensure that it complies with all legally mandated procedures regarding children placed in private schools by their parents. The term “parentally placed private school students” refers to students placed in private schools by their parents without the consent of or referral by the District. While the District is responsible for making FAPE available to these students, it does not have to provide special education while they are parentally placed in a private school.
- A parent may reject the District’s offer of FAPE and then seek reimbursement for a private school placement. However, the parent’s request for reimbursement may be denied where the parent has not given proper notice to the District regarding their rejection of the District’s placement offer. A parent’s failure to provide notice may not result in a denial of their claim where the District failed to provide the parent with

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Notice of Procedural Safeguards, where notice would result in harm to the student, and other statutory grounds.

7. State Complaint Procedures

Parents may file a state compliance complaint against the District when they believe that the District has violated federal or state special education laws or regulation. There are legal requirements that must be met, covering the content and filing of these complaints.

Adopted on:
Revised on: N/A

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Homeless Children & Youth

Policy 3-403

Scope:

The District desires to ensure that homeless children and youth have equal access to the same free, appropriate public education provided to other students in the District.

All homeless children and youth shall have access to educational programs and services. Barriers to enrollment, attendance, and academic success should be eliminated in accordance with the law.

Purpose

Every homeless child or youth must have equal access to the same free, appropriate, public education as provided to other children and youths.

1. Definition

For purposes of this policy, homeless children and youth include children and youth who lack a fixed, regular, and adequate nighttime residence, as defined by applicable law.

2. Identification

The Superintendent or designee shall identify homeless children and youth enrolled in District schools and shall ensure that such students are afforded all rights and services provided by law. In order to identify district students who are homeless children and youth, the District may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the District liaison's contact information on the District and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

When there are at least 15 homeless children and youth 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 homeless students.

3. School Stability

To the extent required by law, homeless students shall be permitted to remain in their school of origin or attend any school available to other students residing in the attendance area in which the student is actually living.

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Revised on: N/A

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School placement decisions shall be made in accordance with the student's best interests and applicable legal requirements.

4. Immediate Enrollment

The District shall immediately enroll homeless children and youth, even if the student is unable to produce records normally required for enrollment, including records related to:

- Academic history;
- Residency;
- Immunizations;
- Birth certificates;
- Guardianship; or
- Other documentation typically required for enrollment.

The District shall assist in obtaining missing records and shall not delay enrollment pending receipt of such records.

5. Equal Access

Homeless students shall have access to the same educational opportunities, programs, and services available to other students, including:

- Special education services;
- English learner programs;
- Preschool programs, when eligible;
- Career technical education;
- Gifted and talented programs;
- Extracurricular activities;
- Nutrition programs; and
- Before- and after-school programs.

6. Transportation

The District shall provide transportation assistance to homeless students as required by law.

7. Liaison for Homeless Children and Youth

The Superintendent or designee shall designate an appropriate staff person as liaison for homeless children and youth.

Adopted on:
Revised on: N/A

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The liaison shall carry out duties required by law, including:

- Identifying homeless children and youth;
- Ensuring immediate enrollment and school access;
- Assisting families and unaccompanied youth in obtaining educational services;
- Informing parents, guardians, and unaccompanied youth of educational rights and available services;
- Assisting in the resolution of enrollment and school selection disputes; and
- Coordinating with community agencies and service providers.

8. Unaccompanied Youth

The District shall ensure that unaccompanied youth are informed of their educational rights and receive assistance in accessing educational programs and services.

9. Dispute Resolution

Any dispute regarding eligibility, enrollment, school selection, or transportation shall be handled in accordance with applicable state and federal dispute resolution procedures.

10. Nondiscrimination

Homeless children and youth shall not be segregated, stigmatized, or discriminated against based on their housing status.

11. Public Notice

The Superintendent or designee shall ensure that notice of the educational rights of homeless children and youth is provided as required by law.

Adopted on:
Revised on: N/A

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Administrative Regulations

1. Definitions

Homeless students includes:

- Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals.
- Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
- Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in the three conditions described above.

Unaccompanied Youth includes a homeless child or youth who are not in the physical custody of a parent or guardian.

School of Origin means the school that the homeless student attended when permanently housed or the school in which the student was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which the student was last enrolled or connected to, the District liaison for homeless students shall determine in conjunction with the homeless student and the person holding the right to make educational decisions for the student what school of origin is in the best interests of the homeless student.

Best Interest means that consideration is given to various factors, including educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students.

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2. Removal of Barriers

The District will strive to remove barriers to identification and enrollment of homeless children and youth.

- The District will identify various professionals that have experience in homeless youth issues in order to:
 - Identify policies and practices that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youths and provide methods to address these barriers.
 - Present such policies and practices to the District to be considered for implementation or dissemination as appropriate.
 - Provide training to school personnel, including, but not limited to, principals, attendance officers, teachers, enrollment personnel, and student services, to heighten the awareness of the specific needs of homeless youth.
- The District will ensure that the parents or guardians of homeless children or youth are provided with information regarding the educational services available to these children in a manner and form understandable to such parent or guardian, including, to the extent feasible, in the native language of the parent or guardian.
- The District has the discretion to provide services to homeless children or youth, which include, but are not limited to:
 - Tutoring, supplemental instruction, school supplies or enriched educational services.
 - Education and training to the parents of homeless children and youth regarding the rights of, and resources available to, such children and youths.
 - The provision of student services, including, but not limited to, counseling, or referrals for such services.
 - Activities to address the particular needs of homeless children and youths.
 - Any other service the District deems appropriate and beneficial to homeless children and youth.

Adopted on:
Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

4. Coursework and Credits

When a homeless student transfers into the District, full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency shall be accepted. A homeless student shall not be required to retake a course.

If the homeless student did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that the student did not complete at the previous school as required by law. The District may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, the District finds that the student is reasonably able to complete the requirements in time to graduate from high school.

In no event shall the District prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

5. Graduation Requirements [NOTE – these exemptions only apply to a District serving grades 9 through 12.]

The District will exempt a homeless student who transfers between schools any time after the completion of the student's second year of high school, from all coursework or other requirements adopted by the District that are in addition to the statewide coursework requirements.

If the District determines that the homeless student is reasonably able to complete the District's graduation requirements within the student's fifth year of high school, the District will:

- Inform the student of his or her option to remain in school for a fifth year to complete the District's graduation requirements.
- Inform the student about how remaining in school for a fifth year to complete the District's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
- Provide information to the student about transfer opportunities available through the California Community Colleges.

Adopted on:
Revised on: N/A

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- Permit the student to stay in school for a fifth year to complete the District's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the person holding the right to make educational decisions for the student.

The District will notify the student, the student's parent or guardian, and the Educational Liaison, of the availability of the exemption and whether the student qualifies for the exemption, within 30 calendar days of the date the student transfers to the school.

12. Discipline Policy

Homeless children and youth are equally subject to the District's discipline policies and procedures with the following addition: written notice of an expulsion hearing shall also be provided to the District's Educational Liaison for homeless children and youth at least ten (10) calendar days before the hearing.

Adopted on:
Revised on: N/A

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Technology Use Policy 3-500

Scope:

Technology resources are available to enhance learning, support educational goals, improve communication, and facilitate efficient district operations. All staff, students, Board Members or any other authorized user must use technology resources in a safe, responsible, ethical, and lawful manner consistent with the educational mission of the District.

1. Technology Resources

District technology resource includes, but is not limited to, computers, the District's computer network including servers and wireless computer networking technology (wi-fi), the Internet, electronic communications (including email), USB drives, wireless access points (routers), tablet computers, cellular telephones (including smartphones, smart devices, or, personal digital assistants), pagers, or any other wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Supplemental instructional materials may also include relevant technology that further engages interactive learning in the classroom and beyond.

2. Authorized Use

District technology shall be used to support educational programs, school activities, professional responsibilities, and District operations. Including, educational, instructional, research, communication and administrative activities that directly support District programs and goals.

All users shall comply with applicable laws, Board policies, regulations, user agreements, and any other District security requirements. Access is a privilege, not a right, and may be

Purpose

The Governing Board is committed to ensuring that technology is used safely, ethically, and effectively to support learning and District operations.

The use of District technology must also protect students, staff, and District data as required by law.

Adopted on:
Revised on: N/A

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suspended or revoked for misuse, or refusal to agree to the applicable technology use agreement.

Electronic communications (including email) using District technology resources shall be conducted in a professional, respectful, and lawful manner. Employees shall maintain appropriate professional boundaries in electronic communications with students and shall comply with all District policies governing employee conduct and interactions with students.

3. Prohibited Uses

Users shall not:

- Access, create, or distribute material that is obscene, discriminatory, harassing, or illegal.
- Use District systems for personal profit, political campaigning, or non-District business.
- Circumvent network security or install unapproved software or hardware.
- Share passwords, impersonate another user, or attempt to access restricted data.
- Upload, post, or transmit personally identifiable student or staff information to unapproved platforms.
- Violate copyright, intellectual property, or licensing agreements. Users shall respect the legal ownership of software, digital content, and media, including restrictions on reproduction, distribution, and installation of copyrighted material.
- Disrupt District operations or network performance.
- Introduce any malicious software.

4. Technology Privacy and Security

The District shall maintain technology protection measures and internet safety procedures consistent with applicable federal and state law.

The Superintendent or designee shall implement safeguards designed to protect students from access to material that is obscene, constitutes child pornography, or is harmful to minors and shall promote safe and responsible online behavior.

Adopted on:
Revised on: N/A

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- Privacy and Monitoring

Electronic communications, files, and records created or stored on District technology are District property. To the extent permitted by law, the District reserves the right to monitor, access, review, inspect, copy, store, disclose, and delete communications, files, data, and usage associated with District technology resources in order to:

- Maintain system integrity;
- Protect student and employee safety;
- Investigate misconduct;
- Protect confidential information;
- Comply with legal obligations; and
- Ensure proper use of District technology or other related resources.

Users should not expect privacy in information created, transmitted, received, or stored using District technology resources except as otherwise provided by law.

- Protection of Confidential Information

All users must protect confidential information and comply with the Family Educational Rights and Privacy Act (FERPA), the Student Online Personal Information Protection Act (SOPIPA), and the California Consumer Privacy Act (CCPA).

- Cybersecurity

All users share responsibility for protecting District technology resources and data.

Users shall comply with cybersecurity requirements established by the District, including requirements related to passwords, account security, authentication procedures, data protection, and reporting of suspected security incidents.

5. Digital Citizenship and Education

The District shall promote responsible digital citizenship and appropriate use of technology resources. Student shall receive age-appropriate instruction regarding online safety, cybersecurity awareness, protection of personal information, prevention of cyberbullying, and responsible use of digital resources.

Adopted on:
Revised on: N/A

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Staff shall model positive digital behavior and guide students in understanding online ethics and safety.

6. Personal Devices

Only those personal devices authorized by the District for use on District property are permitted. The District assumes no responsibility for loss, theft, damage, maintenance, or security of personally owned devices except as required by law.

7. Emerging Technologies

“Emerging Technologies” include new or evolving digital tools—such as Artificial Intelligence (AI), virtual or augmented reality (VR/AR), Internet-of-Things (IoT) devices, robotics, data analytics, and future technologies not yet defined—that have potential educational or administrative applications.

Oversight and Approval

- All Emerging Technology must be reviewed and approved by the Superintendent or designee before use.
- Approval shall include evaluation of educational value, accessibility, data-privacy compliance, and potential bias.

Ethical Use and Human Oversight

- Emerging Technologies must support, not replace, professional judgment or instructional decision-making.
- Any system using personal data must include clear notice, opt-out rights, and human review for decisions affecting students or staff.
- The District shall monitor state and federal guidance on Artificial Intelligence and related tools and revise this policy as laws evolve.

Adopted on:
Revised on: N/A

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Administrative Regulations

District technology resources include District-owned or District-authorized computers, networks, servers, internet access, email systems, cloud-based services, software applications, mobile devices, telecommunications systems, digital instructional resources, and other electronic resources.

The District shall review technology practices periodically and update procedures as necessary to address evolving technologies, cybersecurity risks, educational needs, and legal requirements.

1. User Agreements

All authorized users shall sign or electronically acknowledge the applicable District Technology Use Agreement, which includes:

- Students;
- Employees/Staff;
- Governing Board Members;
- Contractors and Consultants;
- Volunteers; and
- Other individuals as authorized by the District.

For students under 18, a parent or guardian must also sign. Internet access may be restricted until acknowledgment is received.

2. Network Access and Security

- The Technology Department shall maintain security measures and content filtering required under the **Children's Internet Protection Act (CIPA)**.
- Users shall immediately report suspected breaches, data loss, or misuse to a site administrator or the Technology Department.

3. Device Management

- District-issued devices are to be used for educational and work purposes only.
- Users are responsible for reasonable care and must return devices upon request. Intentional damage or neglect may result in financial liability or disciplinary action.

Adopted on:
Revised on: N/A

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4. Student Use of Technology

Students shall use District technology resources only for educational purposes and authorized school activities.

Students shall:

- Follow teacher and staff directions;
- Use only authorized accounts;
- Respect intellectual property rights;
- Protect personal information;
- Immediately report inappropriate content or security concerns.

The District may restrict or revoke student technology access when misuse occurs.

5. Student Data Privacy

The District shall implement reasonable administrative, technical, and physical safeguards to protect student information.

Employees shall:

- Access student records only for legitimate educational purposes;
- Protect personally identifiable information; and
- Report suspected data breaches immediately.

Technology vendors shall be required to comply with applicable student privacy laws and contractual requirements

6. Personal Technology Devices

The Superintendent or designee may authorize students and employees to use personally owned devices on District property or District networks.

Users of personal devices shall:

- Comply with District security requirements;
- Use approved network access methods;
- Permit installation of required security configurations when authorized by law; and

Adopted on:
Revised on: N/A

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- Refrain from using personal devices in a manner that disrupts educational activities.

7. Records Retention

Electronic communications and digital records may constitute public records or education records and shall be retained, disclosed, or destroyed in accordance with applicable law and District record-retention requirements.

8. Violations

Violations of this regulation may result in:

- Suspension or revocation of technology privileges;
- Student discipline;
- Employee discipline;
- Restitution;
- Referral to law enforcement; and
- Other remedies authorized by law.

Adopted on:
Revised on: N/A

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Acknowledgment of Acceptable Use Agreement

I have read and understand the District's **Acceptable Use of Technology Policy 3-500**. I understand that access to District technology resources is a privilege that may be revoked if I fail to comply with District rules. Misuse of technology resources may result in disciplinary or legal action.

Student Name (Print) _____

Student Signature _____ **Date** _____

Parent/Guardian Name (Print) _____

Parent/Guardian Signature _____ **Date** _____

(For employees and other users, signature indicates acknowledgment of professional obligations under this policy.)

Adopted on:
Revised on: N/A

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Social Media Policy 3-501

Scope

The Governing Board recognizes that Social Media platforms are used by the District to communicate with students, families, staff, and the community. All use must comply with applicable laws and be aligned with the District's mission and goals.

This policy and related regulations apply to:

- Official District Social Media accounts,
- employee use of Social Media in an official capacity; and
- employee conduct on Social Media when it impacts District operations.

Purpose

The District seeks to ensure that its use of Social Media technology enhances the professional and academic mission and goals of the District.

Social Media technology, used appropriately, can provide significant educational and professional benefits to students, staff and District Community. It can be used to enhance education, communication, and learning.

1. Definitions

Social Media means any digital platform enabling users to create, share, or interact with content (e.g., Facebook, Instagram, X, TikTok, etc.).

Official District Account means any account created, maintained, or authorized by the District for communication with the public, also referred to as District-Related Account.

Personal Account means an account not owned or controlled by the District.

2. Authorization to Use Official District Account

Employees must receive authorization from the Superintendent or designee before using any District-Related Account as follows:

- Employees shall make a written request. The request will specify each Social Media platform(s) and the job-related objectives for using each platform(s);

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Revised on: N/A

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- After reviewing the request, the Superintendent or designee shall provide one of the following responses in writing (email permissible):
 - Authorize the request as proposed;
 - Reject the request in its entirety;
 - Request additional information from the employee making the request; or
 - Authorize more limited use than what was requested by the employee.
- If a request is approved by the Superintendent or designee, all account set-up must be reviewed and approved to ensure that appropriate privacy and security features are in place before the account is open to others to view; and
- The employee's use of District-related Social Media is limited to those areas specifically authorized by the Superintendent or designee, by the terms of this policy, by privacy laws, and other laws and policies governing employment with the District.

3. District Oversight

The District shall:

- Maintain control and oversight of all Official District Social Media accounts.
- Ensure that content posted on District accounts complies with all applicable laws, including laws governing:
 - student privacy and confidentiality (including FERPA);
 - nondiscrimination;
 - copyright and intellectual property; and
 - public records retention.
- Prohibit the disclosure of confidential or student-identifiable information on Social Media platforms.
- Ensure that official communications through Social Media are consistent with Board policies, administrative regulations, and District messaging.
- Establish guidelines governing employee use of Social Media when acting in an official capacity.

Adopted on:
Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

4. Social Media Use & Content

A. Use of Official District Accounts

- Accounts shall be created and managed only with authorization from the Superintendent or designee.
- Content shall be accurate, professional, and consistent with District policies.
- The District may enable, limit, close, or disable comments on any official District social media platform at any time, for any lawful operational reason, including but not limited to staffing, safety, records-management, or compliance concerns. The availability of commenting on one post, page, or platform does not create any continuing right to comment on any other post, page, or platform.
- All moderation, including the removal or disabling of comments, shall be applied consistently and without viewpoint discrimination.

B. Public Interaction & Moderation

- The District may moderate comments on its Social Media platforms to remove content that is:
 - unlawful;
 - threatening,
 - discriminatory,
 - or inconsistent with District guidelines, provided that moderation is viewpoint-neutral and complies with applicable law.

C. Student Privacy & Confidentiality

- The District shall not post student information or images without required consent where applicable.
- Staff shall comply with all confidentiality and privacy laws when using Social Media.

D. Employee Conduct

- Employees using Social Media in their official capacity shall adhere to District policies and professional standards.
- Employees' personal use of Social Media shall not interfere with their duties or disrupt District operations.

E. Records Retention

- Social Media content and communications may constitute public records and shall be retained in accordance with applicable law and District retention policies.

Adopted on:
Revised on: N/A

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Administrative Regulations

All District-related Social Media sites should clearly indicate that they are related to the District. Sites should identify the District, school, department, or personnel, as applicable. Approved District-related Social Media may utilize a school or District logo or seal.

And, while Staff's personal use of Social Media is not directly related to the District, it may have an impact on District business and staff's work at the District. As such, Staff's personal use of Social Media may be addressed by the District in accordance with law.

1. Staff Expectations

- Employees using Social Media in their official capacity shall adhere to District policies and professional standards.
- Employees' personal use of Social Media shall not interfere with their duties or disrupt District operations.

A. Separate District-Related and Personal E-Mail Accounts

Employees shall maintain separate District-related and personal email accounts. Personal e-mail addresses should not be used on District-related sites. District email addresses should not be used on personal Social Media.

B. Student Communication

Any District employee who communicates with students on District-related Social Media should ensure each of the following:

- Communication should be an extension of the classroom and designed to address reasonable instructional, educational or extra-curricular program matters;
- Communication should be respectful, professional and comparable to communication in the classroom or work environment;
- All employees shall use privacy settings to protect student and employee records in a manner that complies with the law;
- Employees shall never post personally identifiable student information, including student photographs, without written authorization from the students' parents; and

Adopted on:
Revised on: N/A

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C. Employee Personal Social Media Use

Whether an employee chooses to participate in personal Social Media technology is not a matter of concern for the District.

However, employees are reminded that they are a District employee and are expected to observe the following guidelines:

1. Communication with Students

In order to maintain professional relationships, District employees should not communicate with District students using personal Social Media (e.g., “following”, “friending”, posting, commenting, etc.).

2. Communication with Parents/Guardians or Members of the Public

Employees should not use personal Social Media to communicate with parents/guardians of District students or members of the public on subjects related to their employment with the District. Any information related to a specific student should never be communicated on any Social Media but only through the District’s email system, by phone, or any other method that protects the student’s and/or family’s privacy.

3. Respect Other Users and the Safety of Students

It is never acceptable for an employee to post rude or offensive comments about students, coworkers, or the District in general. Employees should respect the privacy and feelings of those they are communicating with on Social Media and should strive, at all times, to be courteous and respectful.

4. Employee Rules of Conduct May Apply to Social Media Use

The District’s Social Media policy does not replace or supplant the policies, laws, and agreements which govern the conduct of employees of the District. Policies, regulations and laws that cover District employees’ conduct may also be applicable in the Social Media environment.

Smartphone Use Policy 3-502

Scope:

The District recognizes the importance of creating a positive learning environment that is free from distractions, including those that may arise from the use of smartphones. The District also recognizes that excessive student use of smartphones during the school day can negatively impact student learning, safety, and well-being.

This policy applies during the school day, including while on campus and during school-supervised activities.

Purpose

The purpose of this policy is to establish clear, consistent rules governing student possession and use of smartphones while at school or under the supervision and control of District employees, in accordance with applicable law.

1. Definitions

Smartphone/Cell Phone means any personal mobile device capable of communication, internet access, messaging, or recording audio or visual content.

School Day means the period during which a student is on school grounds or under the supervision and control of District employees.

Instructional Time means the portion of the school day during which students are engaged in educational activities, lessons, or instructional programs under the immediate supervision and control of a certificated employee of the District. Instructional time does not mean recess or unstructured breaks or periods when students are not under supervision and actively engaged in educational activities.

2. General Rule

- Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee. Mobile communication devices shall be turned off during instructional time and stored in their backpack.
- The District may limit student use of smartphones during the school day, as necessary to ensure student safety and well-being. In establishing and/or revising smartphone policies and regulations, the District shall provide for significant stakeholder input (including students, parents/guardians, and staff). This Policy shall be reviewed and

Adopted on:

Revised on: N/A

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updated at least every five (5) years.

- The District shall ensure that implementation of this policy is consistent, nondiscriminatory, and respectful of student rights, including privacy and disability accommodation requirements.
- The District may limit or prohibit smartphone use:
 - During instructional time,
 - During the school day (including passing periods and lunch),
 - At school-sponsored activities, as determined appropriate by the Superintendent or designee.

3. Required Exceptions

In accordance with law, a student shall not be prohibited from possessing or using a smartphone in any of the following circumstances:

- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator grants permission, subject to reasonable limitations.
- When necessary for the student's health or well-being, as determined by a licensed medical professional.
- When required by the student's Individualized Education Program (IEP) or Section 504 plan.

4. Student Conduct and Discipline

Failure to comply with District rules governing smartphone use may constitute a violation of District discipline policies.

Any discipline imposed for violations shall be:

- Progressive,
- Consistent, and
- Proportionate to the conduct involved.

5. Privacy and Data Protection

Nothing in this policy shall be interpreted to authorize the District to access, monitor, or collect data from a student's smartphone except as permitted by law.

Adopted on:
Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

6. Administrative Discretion

Site administrators and classroom teachers may impose additional limitations or permissions based on school needs, grade levels, or classroom management considerations.

7. Enforcement and Discipline

Students who violate this policy may be subject to consequences, including:

- Confiscation of the device
- Loss of phone privileges
- Additional disciplinary actions consistent with the District's student discipline policy

8. Communication with Parents/Guardians

Each school shall clearly communicate its smartphone rules to families at the beginning of each school year and upon a student's enrollment.

9. Emergencies

In emergency situations, students may use smartphones to communicate with families or emergency services as needed.

Administrative Regulations

1. General Rules

The District shall provide training to staff on policy enforcement and student rights.

The District may restrict student use of smartphones during the school day as follows:

- Smartphones shall be turned off or set to silent mode during instructional time.
- Smartphones shall be kept out of sight unless expressly permitted during instructional time.
- Additional restrictions may apply during non-instructional time as determined by the site administrator.

Students may only use smartphones under the following circumstances, unless otherwise stated in School-Level Rules:

- Before the start of the school day and after dismissal (unless otherwise restricted).
- When specifically authorized by a teacher or administrator for the following reasons:
 - Instructional purposes;
 - For emergency or safety situations; and/or
 - Other appropriate educational or operational reasons.
- In accordance with the required statutory exceptions set forth in Board Policy.

2. School-Level Rules

Each site shall develop clear and age-appropriate rules for smartphone during the school day, including during instructional and non-instructional time (e.g. in classrooms, hallways, lunch, recess, passing periods, etc.)

Each school shall clearly communicate its smartphone rules at the beginning of each school year and upon a student's enrollment at the school.

Adopted on:
Revised on: N/A

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3. **Storage Requirements**

When student use of smartphones is restricted, students shall store smartphones in a manner that minimizes disruption, including:

- In backpacks, lockers, or other designated areas in the School-Level Rules; or
- In classroom storage systems when required by staff.

4. **Enforcement and Confiscation**

- District staff shall enforce this regulation consistently, in a non-discriminatory manner. Enforcement may include progressive interventions such as:
 - Verbal reminder
 - Temporary confiscation during class
 - Parent/guardian notification
 - Administrative referral

Repeated violations may result in additional consequences consistent with District discipline policies.

- If a smartphone is confiscated:
 - It shall be returned to the student at the end of the class period or school day, unless otherwise required.
 - Repeated violations may require parent/guardian retrieval.

District staff shall not access the contents of a student's device unless authorized by law.

5. **Exception & Support Considerations**

Students seeking to use a smartphone under an exception (medical or IEP/504):

- Shall comply with documentation requirements established by the District, where appropriate; and
- Shall use the device only for the approved purpose.

Staff shall honor all IEP and Section 504 accommodations regarding device use.

Adopted on:
Revised on: N/A

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6. Equity

Site administrators shall work with special education and support teams to ensure enforcement does not disproportionately impact students with disabilities or other protected statuses.

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Artificial Intelligence Acceptable Use Policy 3-504

Scope:

The District may authorize the use of artificial intelligence technologies (AI) to support instruction, learning, communication, and District operations.

The Superintendent or designee shall establish procedures governing the approval and use of artificial intelligence tools, including requirements related to privacy, security, academic integrity, accessibility, human oversight, and compliance with applicable law. Employees and students shall not use artificial intelligence technologies in a manner that compromises confidential information, violates District policy, or infringes upon the rights of others.

Implementation

AI shall be implemented in a manner that supports instructional excellence, improves operational efficiency, and aligns with the District's mission and core values. The use of AI tools must comply with applicable laws, including the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), Student Online Personal Information Protection Act (SOPIPA) and the California Consumer Privacy Act (CCPA).

AI technologies will be used to support—but not replace—human instruction and judgment. Students shall be taught how to use AI tools responsibly and ethically. AI-generated content may not be submitted as a substitute for student work unless specifically permitted by the teacher or school staff. Any misuse of AI tools that facilitates academic dishonesty or breaches student privacy is strictly prohibited.

Purpose

The Governing Board recognizes the emerging role of Artificial Intelligence (AI) technologies in modern education. As AI becomes increasingly integrated into teaching, learning, and school operations, the Board affirms the importance of ensuring that such technologies are used responsibly, ethically, and in ways that enhance the educational environment while protecting student privacy and maintaining academic integrity.

Adopted on:
Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Administrative Regulations

1. Definitions

Artificial Intelligence (AI) refers to systems or technologies that simulate human cognition, including language generation, pattern recognition, decision-making, or adaptive learning.

Generative AI tools include platforms such as ChatGPT, Gemini or DALL·E that produce text, images, or code.

AI Generated Content means any text, images, audio, video, code, or other material that is created, produced, or substantially modified by an artificial intelligence system, with or without human input.

AI Tools refers to any software or applications using such technologies for educational or administrative purposes.

2. Ethical Guidelines for AI Use

- All use of AI technologies within the District shall be guided by the principles of fairness, accountability, transparency, and respect for individual rights. AI tools must be deployed in ways that promote equity, foster trust, and ensure that decisions are explainable and subject to human oversight. The District recognizes that AI systems may reflect the biases of the data on which they are trained. Therefore, staff must evaluate AI tools for potential discriminatory impacts, especially with respect to race, gender, disability, language status, or socioeconomic background.
- AI tools shall be evaluated for compliance with federal and state disability laws, including the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.
- Transparency is essential. Students, parents, and staff must be clearly informed when AI is being used in instructional or administrative contexts, especially when personal data may be involved. Accountability shall rest with district staff, not the technology itself. No AI system may be considered infallible or allowed to operate without appropriate supervision. Ethical implementation also includes a commitment to continuous improvement—monitoring outcomes, gathering feedback, and adapting practices to align with evolving standards and community values.

3. Approval and Selection of AI Tools

- All AI tools intended for use in the District must be reviewed and approved by the Superintendent or designee. Approval shall be based on an assessment of educational value, data privacy compliance, accessibility, alignment with district instructional

Adopted on:

Revised on: N/A

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goals, and integration with existing student information systems (SIS) and learning management systems (LMS) platforms. Any tool that collects student data must have a clear data privacy agreement in place and comply with state and federal laws.

4. Responsibilities

- Staff shall receive training on the appropriate and ethical use of AI and shall monitor AI use across the District for compliance with policy and law.
- Teachers are expected to integrate AI tools into instruction with transparency and care, ensuring that student use of AI promotes learning rather than replacing it. Teachers must explicitly communicate when and how AI use is permitted in assignments. Students must use AI responsibly and are expected to maintain academic integrity when accessing or interacting with AI applications.
- Parents and guardians are encouraged to stay informed about AI tools used in the classroom and may contact school administrators with any questions or concerns. Upon request, the District will provide information about how AI tools function and the data they process.

5. Notice, Training and Support

- The District shall provide notice to students and parents regarding the use of AI tools that process personal data, including the purpose of such tools and the type of data collected.
- The District shall provide regular training for all staff on AI tools approved for classroom or administrative use. Students will receive age-appropriate instruction on the ethical and responsible use of AI technologies, including awareness of potential risks such as misinformation, bias, and data misuse.
- Workshops or communication materials may also be provided to parents to inform them about the AI tools their children may use at school.

6. Privacy and Security

- AI tools shall not collect or use personally identifiable student data unless explicitly approved and governed by a written data privacy agreement. No AI tool shall be deployed that stores student interactions without a clear educational purpose and parent notification. The District shall not allow the use of AI tools that mine or monetize student data.
- All AI tools that collect or process student or staff data shall be governed by a written contract or data privacy agreement that limits the vendor's use of such data to educational purposes and prohibits unauthorized disclosure or commercialization.

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7. Public Records

AI-generated content created or used in the course of District business may constitute a public record and shall be retained and disclosed in accordance with applicable public records laws.

8. Acceptable Uses of Approved AI

All acceptable uses of AI must be aligned with the curriculum and approved by the Superintendent or designee. No AI tool may be used in isolation to make decisions with significant academic, behavioral, or disciplinary consequences.

- Use of AI shall be consistent with District policies governing student technology use, electronic devices, and acceptable use.
- AI may be used in the District to enhance instruction, support individual learning needs, streamline administrative operations, and improve overall educational outcomes. Acceptable instructional uses include adaptive learning platforms that adjust content difficulty based on student performance, language support tools for English learners, and AI-driven tutoring programs that provide personalized feedback. Teachers may also use AI tools to support lesson planning, identify learning gaps, and develop differentiated instruction for diverse learners.
- From an administrative standpoint, AI may be used to assist with data analysis, scheduling, attendance tracking, resource allocation, and other functions that improve operational efficiency. AI tools may also be used to support professional development—such as **platforms that offer automated coaching tips or content analysis**.

9. Prohibited Uses of AI

- AI tools may not be used in any manner that undermines the educational mission of the District, violates student or staff privacy, promotes academic dishonesty, or introduces bias and discrimination.
- The use of AI-Generated Content to complete student assignments, assessments, or other graded work without explicit permission from a teacher is considered cheating and is strictly prohibited. Students may not rely on AI tools to write essays, solve complex math problems, or produce artwork unless clearly instructed to do so by their teacher.
- AI shall not be used as the sole basis for any decision affecting a student's education, discipline, placement, or services, or any employment-related decision, without meaningful human review and oversight.

Adopted on:
Revised on: N/A

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- AI involving facial recognition or biometric identification without express Board approval and a legal review of privacy and civil rights implications.
- AI-Generated Content shall not promote misinformation, hate speech, or discrimination. Staff and students shall not upload sensitive or personally identifiable data into AI systems unless those tools have been approved for such purposes by the District and include strict data security provisions.

10. Incident Reporting and Enforcement

Concerns about inappropriate or unethical use of AI shall be reported to the Superintendent or designated administrator. Violations of the AI policy may result in suspension of AI privileges, disciplinary action, or other consequences consistent with the District's disciplinary framework.

Violations involving student misuse of AI shall be addressed in accordance with the District's Student Conduct and Academic Integrity policies and regulations.

Student Attendance and Truancy

Policy 3-600

Scope:

The District establishes standards governing student attendance, including requirements related to absences and excuses, truancy prevention and enforcement, chronic absenteeism habitual truancy intervention, and student leaves of absence.

The policy addresses:

- The classification and verification of excused and unexcused absences;
- the identification and response to truancy;
- the monitoring and reduction of chronic absenteeism through early intervention and supportive practices; and
- the use of alternative attendance options, including independent study or other legally authorized programs, for students who are unable to attend school in person.

Purpose

The District recognizes that regular school attendance is essential to student achievement, academic success, and overall student well-being. The Board is committed to promoting consistent attendance, reducing truancy and chronic absenteeism, and ensuring compliance with all applicable laws governing compulsory education and student attendance.

1. Generally

The Superintendent or designee shall ensure that the District maintains accurate attendance records, implements appropriate attendance interventions, and complies with all applicable provisions of the law.

The Superintendent or designee shall serve as the District's Attendance Supervisor.

- **Compulsory Education**

All students between the ages of 6 and 18 years shall attend school full time unless otherwise exempted by law.

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Parents/guardians are responsible for ensuring their child's regular attendance at school.

- **Attendance Monitoring and Reporting**

The District shall:

- Maintain accurate attendance records;
- Monitor attendance, truancy, and chronic absenteeism rates; and
- Report required data to the California Department of Education.

School sites shall regularly review attendance data and implement site-based interventions as needed.

The District is committed to providing early, proactive, and compassionate interventions that:

- Address barriers to attendance;
- Connect students and families to appropriate services; and
- Promote a positive and inclusive school environment that supports regular attendance.

2. Absences and Excuses

- **Excused Absences**

A student's absence shall be excused only for reasons permitted by law, including but not limited to:

- Illness or medical appointment;
- Quarantine;
- Funeral services;
- Religious observances or retreats;
- Jury duty or court-related obligations;
- Illness or medical care of the student's child;
- Attendance at naturalization or immigration proceedings; or
- Other reasons authorized by law.

Students shall be permitted to complete all assignments and tests missed during an excused absence that can reasonably be provided and, upon satisfactory completion, shall be given full credit.

Adopted on:

Revised on: N/A

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- **Unexcused Absences**

Any absence not meeting the criteria for an excused absence shall be considered unexcused.

Unexcused absences may contribute to a student being classified as truant.

- **Verification of Absences**

The District may require reasonable verification of student absences. When excessive absences occur, the District may require documentation from a medical provider or other appropriate source.

3. **Truancy**

- **Definitions**

- Truant means a student who is absent without a valid excuse for three (3) full days or tardy or absent for more than thirty minutes on three occasions.
- Habitual Truant means a student who is reported as truant multiple times without improvement.
- Chronic Truant means a student who is absent without a valid excuse for ten (10) percent or more of the school year.

- **Response to Truancy**

The District shall implement timely and progressive interventions to address truancy, including:

- Notification of parents/guardians
- Conferences with students and families
- Referral to appropriate support services
- Referral to the School Attendance Review Board (SARB) or other appropriate agencies when necessary

Adopted on:
Revised on: N/A

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Efforts shall be made to address attendance issues through supportive and preventative measures before escalating enforcement actions.

4. Chronic Absenteeism

A chronic absentee is a student who is absent for 10 percent or more of the school year for any reason, including excused and unexcused absences.

The District shall:

- Monitor attendance data to identify students at risk of chronic absenteeism;
- Implement early intervention strategies to address attendance barriers; and
- Provide support services designed to improve attendance and student engagement.

Interventions shall focus on addressing the underlying causes of absenteeism, including health, transportation, school climate, and family-related challenges.

5. Student Leaves of Absence and Alternative Attendance

The District recognizes that, in limited circumstances, students may be unable to attend school for extended periods due to illness, family hardship, or other significant reasons. When appropriate, the District may provide alternative means of instruction, including:

- Independent study
- Home or hospital instruction
- Other legally authorized educational programs

Unapproved absence from school, including extended travel or discretionary leave, shall be considered unexcused unless authorized through an approved alternative attendance program.

Administrative Regulations

1. Communication and Parent/Guardian Engagement

The District shall:

- Notify parents/guardians of attendance expectations annually;
- Provide information regarding the importance of attendance and available support services; and
- Communicate promptly regarding attendance concerns.

2. Daily Attendance and Recordkeeping

Teachers shall:

- Record daily attendance in the District's student information system for every instructional day;
- Only record attendance when students are under the immediate supervision and control of a certificated employee and engaged in educational activities.

Office Staff shall:

- Verify absences through parent/guardian contact;
- Record absences as excused, unexcused, or unverified; and
- Update attendance records promptly upon receipt of verification.

3. Classification of Absences

- A full-day absence occurs when a student is not present for any portion of the instructional day.
- A partial-day absence occurs when a student:
 - Arrives late;
 - Leaves early; or
 - Misses a portion of the instructional day.
- Tardiness occurs when a student is tardy or absent from class for more than 30 minutes without a valid reason.

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4. Excused Absence Verification

- **Parent/Guardian Notification**

- Parents/guardians shall notify the school of a student absence as soon as reasonably possible.
- Notification may be provided by written note, phone call, electronic communication, or in person.

Note: Students that are 18 years of age or older, or legally emancipated may verify their own absences.

- **Documentation**

The District may require documentation when:

- Absences are excessive or recurring;
- There is reason to question the validity of the absence; or
- Required by law.

Acceptable documentation may include:

- Medical verification;
- Court notice; or
- Religious or official documentation.

Unverified absences shall be recorded as unexcused absences until verification is received.

5. Make-Up Work for Excused Absences

- Students shall be provided the opportunity to complete assignments and tests missed during an excused absence.
- Teachers shall establish reasonable timelines for completion.
- Full credit shall be awarded upon satisfactory completion of work.

6. Truancy Intervention Process

- **Initial Identification**

After the student accumulates three (3) unexcused absences, the School shall:

- Issue a first truancy notice; and

Adopted on:
Revised on: N/A

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- Notify the parent/guardian of legal obligations.
- Escalation

If attendance does not improve, the School shall issue:

 - Issue a Second Notice that includes an invitation to a parent/student conference.
 - Issue a Third Notice that requires a conference with student and parent/guardian, and develops an attendance improvement plan.
- School Based Interventions

Before referral to the **School Attendance Review Board (SARB)**, the School shall make reasonable effort to provide support, including:

 - Attendance counseling;
 - Referral to support services;
 - Scheduling adjustments when appropriate; and/or
 - Site-based intervention team review (e.g. Student Attendance Review Team, if one exists)

7. **SARB Referral Process**

If School-based interventions fail:

- The site administrator may refer the student to SARB or appropriate local agency.
- Documentation shall include:
 - Attendance records
 - Copies of all notices
 - Record of interventions and conferences

The District shall participate in SARB proceedings in accordance with applicable law.

8. **Chronic Absenteeism Monitoring and Intervention**

- Identification

School(s) shall regularly identify students who are approaching or exceed 10% absence (excused or unexcused).

- **Intervention Strategies**

For students identified as Chronically Absent, strategies that include the following shall be implemented:

- Parent outreach and conferences;
- Individual attendance improvement plans;
- Referral to health, counseling, or social services;
- Transportation or scheduling support; and/or
- School climate or engagement strategies.

Interventions shall focus on eliminating barriers to attendance.

9. Student Leaves of Absence or Alternative Attendance

Extended absences are not permitted unless they are supported through an approved alternative attendance program, which include:

- **Independent Study**

Independent Study, short or long-term in accordance with District policy.

- **Home and Hospital Instruction**

Students with temporary disabilities may be eligible for instruction in the home or hospital setting as required by law.

Community Day School Policy 3-603

Scope:

This policy governs the operation of community day school programs, to the extent that the District operates a community day school and the placement of students in community day school.

1. Program

The District may operate a community day school for students who are eligible for enrollment pursuant to applicable law.

2. Eligibility and Placement

The District may assign students to a community day school, operated by the District or another Local Educational Agency, who have been:

- Expelled from the District for any reason;
- Referred by a School Attendance Review Board (SARB) or other formal referral process; or
- Placed on probation or otherwise required to attend a program serving high-risk students.

All placements shall be made in accordance with the law.

3. Program Requirements

The District shall ensure that any community day school operated by or attended by District students complies with all statutory requirements, including:

- Provision of a minimum instructional day and year as required by law;
- A program that includes academic instruction, counseling, and guidance services; and

Purpose

The District may either establish and maintain a community day school, or provide for the placement of eligible students in a community day school, in accordance with applicable law.

Adopted on:
Revised on: N/A

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- Coordination with other agencies, including probation and law enforcement, as applicable.

4. Priority for Placement

Placement of students in community day school shall be in the following order:

- Students expelled pursuant to Education Code Section 48915(d)
- Students expelled for any other reason
- All other children

Adopted on:
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Grades & Evaluation of Student Achievement

Policy 3-604

Scope:

This policy governs grading authority, evaluation of student achievement, and required notifications for parents/guardians related to student academic performance.

1. Grades

Grades help students and parents/guardians understand academic expectations and identify the student's areas of strength and those areas needing improvement.

At all grade levels, report cards may include reports of student progress on specific academic standards applicable to the course and grade level. Grades shall represent an accurate and current evaluation of the student's academic performance.

The Superintendent or designee shall establish a uniform grading system to apply to all students in that course and grade level.

2. Grading Authority

Grades for any course of instruction shall be determined by the teacher of the course. A teacher shall base a student's grades on the quality of the student's academic work and their mastery of course content based on district standards.

The determination of the student's grade by the teacher shall be final in the absence of:

- Clerical or mechanical mistake;
- Fraud;
- Bad faith; or
- Incompetency.

Purpose

The purpose of this policy is to ensure that grades are assigned consistently with statutory authority, that student achievement is evaluated during each grading period, and that parents/guardians are notified when a student is at risk of failing a course, as required by law.

Adopted on:
Revised on: N/A

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A student's grade shall not be changed unless the teacher who assigned the grade is given the opportunity to state the reasons for the grade and to participate in the decision-making process as required by law.

3. Parent Notification of Risk of Failure

The District shall require that, whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall:

- Conduct a conference with the student's parent/guardian; or
- Provide a written report to the parent/guardian.

A parent's refusal to attend a conference or respond to written notice shall not preclude the assignment of a failing grade.

The requirement to notify a parent shall apply without regard to the age of the student.

Participation in Extracurricular and Co-Curricular Activities

Policy 4-100

Scope:

District students are encouraged to participate in extracurricular and co-curricular activities in conjunction with their educational program.

Purpose

It is the intent of the Board to ensure that students in grades 6 to 12 participating in the District's extracurricular and cocurricular activities continue to make satisfactory educational progress.

1. Generally

Extracurricular or co-curricular programs or activities are open to all students regardless of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability. No extracurricular or co-curricular activity or program shall be offered or conducted in a manner that discriminates or separates students on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law.

Students will not be required to pay a fee for participation or for any supplies, materials, and/or equipment necessary for participation in extracurricular or co-curricular activities.

All extracurricular and co-curricular activities must be supervised by District certificated personnel even if the activities are held outside of District facilities. Any noncertificated individuals working with students in District extracurricular or co-curricular programs must obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing before performing any work.

An "Extracurricular Activity" is an activity or program that meets all of the following criteria:

- It is supervised or funded by the District;
- Students participating in the program represent the District;
- Students have some level of choice or control in selecting, planning, or managing the program; and

Adopted on:
Revised on: N/A

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- The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded or awarded academic credit, and do not take place during classroom time.

A “co-curricular activity” in the District is a program that may be associated with the curriculum in a regular classroom.

The following do not qualify as either extracurricular or co-curricular activities in the District:

- Any program that is teacher graded, or a required program or activity for a course that satisfies the entrance requirements for admission to the California State University or the University of California; or
- A program that has, as its primary goal, the improvement of academic or educational achievements of students in the District.

2. Eligibility

District students in grades 6 – 12 that have achieved satisfactory educational progress in the previous grading period are eligible to participate in extracurricular or co-curricular activities.

For purposes of this policy, “satisfactory educational progress” is achieved when a student meets both of the following:

- Maintenance of minimum passing grades, which is defined as at least a 2.0 grade point average in all enrolled courses on a 4.0 scale; and
- Maintenance of minimum progress toward meeting the high school graduation requirements prescribed by the Board.

The District may, at its discretion, impose additional requirements.

For purposes of this policy, “previous grading period” does not include a grading period in which the student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work.

Adopted on:
Revised on: N/A

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When one or more grading periods are excluded as described above, the “previous grading period” is deemed to mean the grading period immediately prior to the grading period or periods excluded.

3. Probationary Period for Students Not Achieving Satisfactory Educational Progress

A student who does not achieve satisfactory educational progress in the previous grading period may remain eligible to participate in extracurricular and co-curricular activities during a probationary period.

The probationary period shall not exceed one semester in length, though the governing board of the school district may establish a shorter period. A student who does not achieve satisfactory educational progress during the probationary period shall not be allowed to participate in extracurricular and co-curricular activities in the subsequent grading period.

4. Student Conduct

Students participating in or attending extracurricular or co-curricular activities or events must conduct themselves in accordance with District policies and regulations. Conduct that violates school policies may result in the student’s exclusion or removal from the activities and/or discipline.

Probationary/Permanent Status for Classified Employees Policy 5-100

Scope:

This policy establishes the District's rules regarding probationary and permanent status for classified employees, including probationary service, evaluations during probation, attainment of permanent status, and the rights associated with such status, consistent with applicable law.

Purpose

The intent of this policy is to ensure that classified employees successfully complete a probationary period prior to attaining permanent employment status in a District position.

Status of Probationary Employee/Permanent Employee

A "permanent employee" has been granted tenure in the classification in which the employee passed the required probationary period. A classified employee designated as a "permanent employee" shall be subject to disciplinary action only for cause as prescribed by the Board.

A "probationary employee" has not been granted tenure in his/her position. The District, at its sole discretion, may dismiss a probationary employee from his/her position in the District at any time with or without cause prior to the completion of the mandatory probationary period.

Probationary Period

The probationary period for classified employees shall be as follows:

1. Newly Hired Classified Employees

A newly hired classified employee of the District shall obtain permanent status in his/her position only after he/she has satisfactorily served in that position for a period of six (6) months or 130 days of paid service, whichever is longer. If the newly hired employee fails to complete the probationary period, he/she shall be dismissed from employment in the District.

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2. Probationary Period for Employees Promoted to a Higher Position

A permanent classified employee of the District who has accepted a promotion to a higher position within the District shall obtain permanent status in the promotional position only after he/she has satisfactorily served in that position for a period of six (6) months or 130 days of paid service, whichever is longer. If the employee fails to satisfactorily complete the probationary period, he/she shall be employed in the classification from which he/she was promoted.

Evaluation of Probationary Employees

Probationary employees should receive at least one written evaluation regarding his/her job performance prior to completion of their probationary period. All evaluations will be completed by the employee's supervisor on a District-approved form and will, at minimum, indicate:

1. Whether the employee is satisfactorily serving in his/her position, including the employee's effectiveness in carrying out assigned duties and responsibilities;
2. Whether it is recommended that the District maintain or dismiss the employee from his/her position; and
3. If the evaluation indicates that an employee is not performing "satisfactorily" but has been allowed to continue under the corresponding probationary period, the evaluation will indicate any areas that employee needs to improve in order for the employee to obtain permanent status.

Supervisors shall evaluate employee performance in a fair, objective, and consistent manner. Supervisors are encouraged to provide interim feedback during the probationary period.

A District classified employee who has satisfactorily completed the probationary period in his/her position shall achieve permanent status in his/her classified position in the District. No employee shall be granted permanent status in a classified position without satisfactorily completing the corresponding probationary period.

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Revised on: N/A

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Teacher Assignments Outside the Scope Of Their Credential

Policy 5-101

Scope:

This policy establishes the conditions and procedures under which the District may assign a fully credentialed teacher, with the teacher's consent, to teach a departmentalized class outside the teacher's credential authorization when the District has verified that the teacher has adequate subject-matter knowledge. It is intended to implement Education Code section 44258.3 and to ensure that any such assignment is made lawfully, consistently, and only after appropriate local review.

To the extent that this policy is affected by a collective bargaining agreement, the collective bargaining agreement shall govern.

Purpose

The purpose of this policy is to provide policies and procedures for the voluntary assignment of credentialed teachers to departmentalized classes that are not within the scope of their credential(s). The Board seeks to ensure that teachers assigned to classes outside the scope of their credential possess sufficient knowledge of the curriculum and content to be taught.

1. Teacher Assignment to Departmentalized Classes Outside Credential Authorization

Any holder of a credential other than emergency permit holders may be voluntarily assigned to any departmentalized classroom in grades [grades the District serves, like "K through 12"] after the District verifies adequate knowledge of the subject. The teacher must consent before he/she may be assigned to a position outside his/her credential authorization.

Teachers holding an emergency permit may not be assigned under this policy.

2. Subject Matter Assessment Procedures

The District shall engage subject matter specialists when developing and implementing assessments to determine whether a credentialed teacher possesses sufficient subject matter competence for assignment outside his/her credential. Subject matter specialists are individuals who have specialized knowledge in the subjects commonly taught in the District. The District will ensure that all subject matter specialists receive training in District policies and procedures.

Adopted on:
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The “subject matter specialists” can be any of the following:

- Mentor teachers;
- Curriculum specialists;
- Resource teachers;
- Classroom teachers certified to teach a subject;
- Staff to regional subject matter projects or curriculum institutes;
- College faculty.

To verify subject matter competence for assignment outside of credential authorization, the District will designate an assessment team that will employ one or more of the following procedures:

- Observation by subject matter specialists;
- Oral interviews;
- Demonstration lessons;
- Presentation of curricular portfolios;
- Written examinations.

Assessment Criteria and Standards

When conducting the assessment, the assessment team will utilize specific criteria and standards to verify the subject-matter knowledge of the teacher.

The criteria shall include, but need not be limited to, evidence of the teacher’s knowledge of the subject matter to be taught, including demonstrated knowledge of the curriculum framework for the subject to be taught and the specific content of the course of study for the subject at the grade level to be taught.

Teaching Assignment Valid Only in District

Teaching assignments made pursuant to this policy are only valid in the District.

Adopted on:
Revised on: N/A

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Exemptions from Classified Service (Substitutes, Etc.) Policy 5-102

The Board shall designate as classified service all District employees and positions that do not require certification qualifications, except those specifically exempted from classified service as set forth below.

Purpose

The purpose of this policy is to define the categories of employees that are exempt from the classified service.

Exempt Classified Employees

An individual employed by the District in any of the following capacities is exempt from classified service:

1. Substitute Employees

Any substitute employee who is employed and paid for less than 75 percent of a school year is exempt from classified service. A “substitute employee” is:

- An individual employed to replace a classified employee who is temporarily absent from duty; or
- An individual hired to fill a vacancy in any classified position while the District is in the process of hiring a permanent employee, so long as the period of employment of one or more employees does not exceed 60 calendar days. An applicable collective bargaining agreement may provide for a different period of time.

2. Short-Term Employees

Any “short-term employee” who is employed and paid for less than 75 percent of a school year is exempt from classified service. A “short-term employee” is an individual hired by the District to perform a specific service or task that is temporary in nature, where the work will not continue or be needed on an ongoing basis once the assignment is completed. Prior to hiring someone for “short-term” employment, the Board, at one of its regular meetings, shall specify the nature of the “short-term” work to be performed, and shall also certify the ending date for that work. The Board may change the ending date as long as the

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“short-term” work period does not extend beyond 75 percent of the school year. Before hiring a short-term employee, the Board must, during a regular board meeting, identify the specific services the employee will perform and shall certify the assignment’s end date. The Board may later shorten or extend that end date, but the employment period cannot exceed 75 percent of a school year.

3. Apprentices and Professional Experts

An apprentice or professional expert employed on a temporary basis for a specific District project, regardless of length of employment, shall not be a part of the classified service.

4. Full Time College Students Employed Part-Time

Full-time college students working part-time in the District are exempt from classified service. Students employed in this manner shall not displace any classified personnel in the District or impair any existing service contracts.

5. Part-Time College Students Employed Part-Time in Work Study/Experience Programs

Part time college students employed part-time in a college work-study or work experience program financed by state or federal funds are exempt from classified service. Students employed in this manner shall not displace any classified personnel in the District or impair any existing service contracts.

For the purpose of this policy, “seventy-five percent of a school year” is 195 working days including holidays, sick leave, vacation, and other leaves of absence, irrespective of the number of hours worked per day.

Unless otherwise permitted, a person whose position does not require certification qualifications shall not be employed by the District, except as authorized by this section.

Individuals who are exempt from the classified service pursuant to applicable law and Board policy must still meet the requirements for physical examinations, fingerprinting, and a tuberculosis risk assessments as set forth in the Education Code. (Ed. Code §§ 45101, 45103, 45106, , 45122, 45125, 49406.)

Adopted on:
Revised on: N/A

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Transitional Kindergarten Credential & Equivalency Checklist Policy 5-103

Scope:

This policy establishes the criteria and procedures for assigning teachers to Transitional Kindergarten (TK) classrooms in accordance with California Education Code § 48000, subd. (g). It applies to all certificated personnel being considered for TK assignments within the District. The policy outlines both the minimum credentialing requirements and the process by which a teacher's relevant experience may be determined equivalent to the statutory 24 units of early childhood education or child development coursework. It further delegates authority to the Superintendent or designee to evaluate experience-based equivalency and recommend assignments for Board approval. This ensures compliance with legal mandates while supporting flexibility in staffing decisions based on practical experience and demonstrated competence.

Purpose

To ensure compliance with California Education Code § 48000, subd. (g), this policy authorizes the superintendent or designee to determine whether a teacher's prior classroom experience qualifies as equivalent to the required early childhood education (ECE) coursework for Transitional Kindergarten (TK) assignments.

Policy Statement

1. Minimum Credential Requirement

Teachers assigned to TK must hold one of the following credentials:

- Multiple Subjects Credentials (P, K-12 and adults):
 - Preliminary and Clear Multiple Subjects Teaching Credential
 - University Intern Credential
 - District Intern Credential (grades TK-8)
 - General Education Limited Assignment Permit
 - Short-Term Staff Permit
 - Provisional Internship Permit

Adopted on:

Revised on: N/A

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- PK-3 Early Childhood Education (ECE) Specialist Instruction Credentials (Preschool through Grade 3)
- General Kindergarten-Primary (K-3)
- General Elementary (K-8)
- Standard Early Childhood (P-3)
- Standard Elementary (K-9)
- Specialist Instruction Credential in Early Childhood Education

2. Experience-Based Equivalency

Credentialed teachers who are first assigned to a TK classroom after July 1, 2015 must have one of the following by August 1, 2025:

- At least 24 units in early childhood education, or childhood development, or both;
- Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1;
- Child Development Teacher Permit issued by the Commission on Teacher Credentialing.

Teachers who are or were assigned to teach TK, or a combination of kindergarten and TK, on or before July 1, 2015, may teach TK without having to meet the additional unit requirement for TK teachers set forth above.

A teacher will qualify for a TK assignment without 24 units of early childhood education (“ECE”) or child development coursework if the Superintendent or designee determines the teacher has at least two years of relevant classroom teaching experience that meets the criteria outlined in the Administrative Regulations below.

3. Board Authorization

The Board authorizes the Superintendent or designee to make such determinations and to recommend the TK assignment for Board approval.

Adopted on:
Revised on: N/A

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Administrative Regulations

The following procedures shall guide the Superintendent or designee in determining whether a teacher's experience qualifies as equivalent to the 24-unit ECE requirement:

1. Minimum Experience Standard

- The teacher must have completed at least two full school years of full-time teaching experience in a self-contained classroom with preschool-aged children or TK students.
- Experience must be consecutive and within the past five years.

2. Equivalency Rubric

A candidate who demonstrates experience in at least four of the six domains below shall be considered to have satisfied the equivalency:

Domain	Required Experience	Example Documentation
Curriculum & Instruction	Designed and delivered developmentally appropriate lessons	Lesson plans, class schedules
Literacy & Numeracy Foundations	Provided instruction in early language and math development	Classroom materials, student samples
Social-Emotional Learning (SEL)	Facilitated SEL activities and behavioral guidance	Reflections, behavior plans
Assessment Practices	Used observation tools or formal assessments (e.g., DRDP)	Progress reports, assessment logs
Family Engagement	Regular communication with parents/guardians	Newsletters, family conference logs
Professional Learning	Participated in ECE-focused Professional Development (PD) or collaboration	PD records, PLC meeting notes

Adopted on:
Revised on: N/A

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3. Documentation and Recommendation

The Superintendent or designee shall complete a TK Experience Equivalency Checklist and retain it in the employee's personnel file. Upon determining equivalency, the Superintendent or designee shall recommend the assignment to the Board for approval.

Transitional Kindergarten (TK) Experience Equivalency Checklist

Teacher & Assignment Information

Teacher Name:	
Credential Held:	
School Site:	
Position/Grade Level (TK):	
Review Date:	
Reviewed By:	

1. Basic Eligibility

- ☐ Holds valid California teaching credential eligible to teach TK
- ☐ Taught full-time in a self-contained classroom with preschool-aged children or TK students
- ☐ Has at least 2 full and consecutive years of qualifying experience within the past five years

2. Experience Domains (Check all that apply)

- ☐ Curriculum & Instruction - Designed and taught age-appropriate lessons aligned to ECE/TK standards
- ☐ Literacy & Numeracy Foundations - Taught language, pre-reading, or math foundational skills
- ☐ Social-Emotional Learning - Led SEL activities and positive behavior supports
- ☐ Assessment - Used tools like DRDP, observations, or progress reports

Adopted on:
Revised on: N/A

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- ☐ Family Engagement - Conducted parent conferences or sent regular home communication
- ☐ Professional Learning - Attended ECE-related training or collaboration meetings

Minimum: 4 of 6 domains must be marked 'Yes' to qualify for equivalency.

3. Final Determination

- ☐ Experience is equivalent to 24 ECE units under Ed. Code § 48000(g)(4)
- ☐ Experience does NOT meet equivalency criteria

Superintendent or designee Signature

Name: _____

Title: _____

Signature: _____

Date: _____

Adopted on:
Revised on: N/A

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Drug and Alcohol-Free Workplace

Policy 5-104

Scope:

For purposes of maintaining a safe, healthy, and drug- and alcohol-free workplace, this policy applies to all District employees, including certificated employees, classified employees, confidential / supervisory / management employees, substitutes, temporary employees, and volunteers. Contractors, vendors, and visitors are expected to comply with this policy while on District property or engaged in District-sponsored activities.

Definitions**1. Workplace**

The workplace includes any District site, facility, or location where District business is conducted, including but not limited to school buildings, offices, grounds, parking lots, District vehicles, and any off-site location where District-sponsored activities, meetings, or events take place.

2. Controlled Substances

Controlled substances include any drug or substance whose possession, use, manufacture, or distribution is regulated or prohibited by federal or state law, including but not limited to illegal drugs, marijuana (unless lawfully prescribed), narcotics, hallucinogens, stimulants, depressants, and prescription medications used in a manner other than as prescribed.

3. Alcohol

Alcohol means beer, wine, spirits, or any other beverage containing ethyl alcohol.

Purpose

The Governing Board is committed to maintaining a safe, healthy, and productive workplace and educational environment free from the unlawful use, possession, distribution, or effects of drugs and alcohol. This policy demonstrates the District's compliance with federal and state drug-free workplace requirements.

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Prohibited Conduct

The following conduct is strictly prohibited in the workplace:

- The unlawful manufacture, distribution, dispensation, possession, sale, or use of controlled substances;
- The possession, use, or distribution of alcohol, except as specifically authorized by the Governing Board for particular events;
- Being under the influence of alcohol or controlled substances while on duty or in the workplace;
- The unlawful use, possession, or distribution of drug paraphernalia;
- Reporting to work or performing duties while impaired by the effects of alcohol or controlled substances.

Lawful Prescription and Over-the-Counter Medications

This policy does not prohibit the lawful possession and use of prescription medications or over-the-counter medications when taken as prescribed or directed. However, employees are responsible for ensuring that the use of such medications does not impair their ability to safely and effectively perform their job duties.

Employees taking prescription or over-the-counter medications that may affect their ability to perform job duties or operate equipment safely should notify their supervisor and, if necessary, request reasonable accommodation in accordance with applicable disability laws.

Employee Responsibilities

1. Compliance with Policy

All employees are required to comply with the terms of this policy as a condition of employment.

2. Notification of Conviction

As required by the Drug-Free Workplace Act, any employee who is convicted of a criminal drug statute violation occurring in the workplace must notify the District no later than five (5) calendar days after such conviction. Notification shall be made to the Superintendent or designee.

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3. Seeking Assistance

Employees who have concerns about their own or a colleague's use of drugs or alcohol are encouraged to seek assistance through the District's Employee Assistance Program (if available) or other available resources. Seeking help voluntarily before a policy violation occurs will not result in disciplinary action.

District Responsibilities

1. Policy Distribution and Awareness

The District shall provide a copy of this policy annually to all employees and shall require acknowledgment of receipt. The policy shall be included in employee handbooks and made available on the District website. New employees shall receive the policy as part of the hiring and orientation process.

2. Drug-Free Awareness Program

The District shall establish a drug-free awareness program to inform employees about:

- The dangers of drug and alcohol abuse in the workplace;
- The District's policy on maintaining a drug-free workplace;
- Available drug and alcohol counseling, rehabilitation, and employee assistance programs;
- The penalties that may be imposed on employees for drug and alcohol violations.

3. Notification to Federal Agencies

If an employee is convicted of a drug statute violation occurring in the workplace, the District shall notify the appropriate federal agency within ten (10) calendar days after receiving notice of the conviction.

4. Action Following Conviction

Within thirty (30) calendar days of receiving notice of an employee's conviction for a drug statute violation occurring in the workplace, the District shall take appropriate personnel action against the employee, up to and including termination, or require the employee to satisfactorily participate in a drug abuse assistance or rehabilitation program approved by a federal, state, or local health, law enforcement, or other appropriate agency.

Adopted on:

Revised on: N/A

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Consequences of Policy Violations

Employees who violate this policy shall be subject to disciplinary action, which may include:

- Verbal or written warning;
- Suspension without pay;
- Mandatory participation in a drug or alcohol rehabilitation program;
- Termination of employment; and/or
- Referral to law enforcement for criminal prosecution.

The severity of disciplinary action shall depend on the circumstances of the violation, including the nature and severity of the conduct, prior violations, and other relevant factors. Disciplinary action shall be consistent with applicable law, regulations, and collective bargaining agreements.

Drug and Alcohol Testing

The District may require drug and alcohol testing in the following circumstances:

- As required by law for employees in safety-sensitive positions (e.g., school bus drivers under federal Department of Transportation regulations);
- When there is reasonable suspicion that an employee is under the influence of drugs or alcohol while on duty;
- Following an on-the-job accident or incident where drug or alcohol use may have been a contributing factor;
- As part of a return-to-work agreement following a violation of this policy.

All drug and alcohol testing shall be conducted in accordance with applicable laws, regulations, and collective bargaining agreements.

Confidentiality

Information obtained through drug and alcohol testing, employee assistance programs, or treatment programs shall be kept confidential to the extent permitted by law. Such information shall be maintained in secure files separate from the employee's general personnel file and disclosed only to those with a legitimate need to know.

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Revised on: N/A

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Collective Bargaining Agreements

Nothing in this policy shall be construed to limit rights or obligations established by applicable collective bargaining agreements. In the event of a conflict between this policy and a collective bargaining agreement, the collective bargaining agreement shall prevail to the extent permitted by law.

Adopted on:
Revised on: N/A

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Non-Reelection of Certificated Probationary Employees (Under 250 ADA) Policy 5-105

Scope:

This policy establishes the rules for the classification, reelections, and release of probationary certificated employees in school districts with fewer than 250 average daily attendance (ADA), in accordance with the California Educational Code.

Purpose

The Governing Board recognizes its responsibility to employ and retain certificated staff members who will advance the educational program of the District.

1. Probationary Status

All certificated employees of the District shall be employed on a probationary basis and shall not attain permanent status unless and until the Governing Board affirmatively classifies the employee as permanent pursuant to Education Code section 44929.23.

2. Annual Reelection

The Governing Board is not required to grant permanent classification after any specific period of service unless the Board formally elects to do so.

3. Non-Reelection of Probationary Employees

In accordance with Education Code section 44948.5, before the Governing Board gives notice that a probationary certificated employee's services will not be required for the ensuing school year, the employee shall be provided written notice of the recommendation for non-reelection and the reasons supporting the recommendation within the timelines prescribed by law. Non-reelection determinations shall be for cause only and warranted by reasons related to the welfare of the District's schools and students.

The employee may request a hearing before the Governing Board in accordance with Education Code section 44948.5. Upon timely request, the Board shall conduct a hearing and consider the employee's response before making a final determination regarding non-reelection.

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4. Nothing in this policy shall be construed to confer permanent status upon a probationary employee or to limit the Board's authority under Education Code section 44929.23 to reelect certificated employees on a year-to-year basis without granting permanent classification, except as otherwise provided by law.

5. **Collective Bargaining**

If the provisions of this policy conflict with a collective bargaining agreement, the provisions of the collective bargaining agreement shall control.

6. **Documentation and Recordkeeping**

- The Superintendent or designee shall maintain appropriate evaluation records, notices, and hearing documents to ensure compliance.
- The District may, but is not required to, issue a Notice of Unsatisfactory Performance by December 15 as a best practice to support due process and provide the employee an opportunity to improve.

Adopted on:
Revised on: N/A

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Non-School Employment Policy 5-106

Scope:

This policy applies to all District employees, including:

- Certificated employees, including teachers, counselors, librarians, and other personnel holding valid California teaching credentials or certificates issued by the Commission on Teacher Credentialing.
- Classified employees, including clerical, custodial, maintenance, food service, transportation, instructional aides, and other non-certificated personnel.
- Management and supervisory personnel, including the Superintendent, administrators, directors, coordinators, principals, and other personnel designated as management or supervisory under Education Code Section 45108.5.

Purpose

The Governing Board recognizes that District employees may wish to engage in outside employment. This policy establishes guidelines to ensure that non-school employment does not interfere with employees' effectiveness in fulfilling their responsibilities to the District, create conflicts of interest, or involve incompatible activities as defined by California law.

1. General Principles

- Employees may engage in outside employment provided it does not adversely affect their job performance, availability, or responsibilities to the District.
- The District does not prohibit employees from pursuing reasonable outside employment during non-duty hours.
- Employees remain bound by their employment obligations to the District, including availability for meetings, professional development, assigned work schedules, and other required activities.
- Management and supervisory employees hold positions of trust and significant responsibility. Given that management responsibilities often extend beyond traditional work hours, such employees must exercise heightened judgment regarding outside employment.

Adopted on:

Revised on: N/A

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2. Prohibited Activities

In accordance with Government Code Section 1126, employees shall not engage in any employment, activity, or enterprise for compensation that is:

- Inconsistent, incompatible, in conflict with, or inimical to their duties as District employees;
- In conflict with the duties, functions, or responsibilities of the Superintendent, the Governing Board, or the District;
- Subject to approval by any other officer, employee, board, or commission of the District, unless otherwise approved pursuant to this policy

3. Specific Incompatible Activities

The following activities are deemed incompatible with District employment:

- Using District time, name, prestige, facilities, equipment, supplies, or resources for private gain or business purposes;
- Using one's position, authority, or confidential information obtained through District employment for private gain;
- Engaging in activities that require regular absence from assigned duties during scheduled work hours;
- Employment with organizations that contract with, seek to do business with, or are regulated by the District where the employee's involvement could constitute a conflict of interest;
- Performing services similar to assigned District duties for compensation in a manner that competes with District services or creates a conflict of interest;
- Engaging in outside employment that could create an actual or apparent conflict of interest with respect to purchasing, contracting, personnel, or other decisions within the employee's authority.

Additional restrictions for specific employee groups:

- **Certificated Employees:** Private tutoring of students assigned to the employee's own classes for compensation is prohibited. Providing services to District students for compensation in a manner that creates a conflict of interest or the appearance of impropriety is prohibited.
- **Management/Supervisory Employees:** Providing consulting services to other school districts, educational organizations, or other entities on matters related to their District responsibilities when such activities create an actual or potential conflict of interest, interfere with District duties, involve the use of District resources, or are undertaken without any required District approval is prohibited. Management and supervisory employees shall not serve as an officer, director, employee, or consultant of any organization whose interests create an actual conflict of interest with the employee's District duties or otherwise result in an incompatibility of office or employment under applicable law.

4. Notification and Approval

- **Certificated and Classified Employees:**
 - Employees who seek to engage in outside employment that may create an actual or potential conflict of interest, be incompatible with their District duties, or otherwise interfere with the performance of their responsibilities shall submit a written request to their immediate supervisor describing the nature of the outside employment and the anticipated time commitment.
 - Employees must obtain prior written approval from the Superintendent or designee before engaging in any outside employment that requires their efforts to be subject to approval by any District officer, employee, board, or commission.
- **Management and Supervisory Employees:**
 - Management and supervisory employees shall notify the Superintendent (or the Board President for the Superintendent) in writing of any outside employment prior to commencing such employment.
 - The notification shall include the nature of the outside employment, anticipated time commitment, and how the employee will ensure that District responsibilities are not compromised.

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- Approval may be denied or revoked if the outside employment is determined to be incompatible with District responsibilities

The Superintendent or designee shall respond to requests for approval within ten (10) working days.

5. Disciplinary Action

Employees who engage in prohibited outside employment or incompatible activities, or who fail to disclose required information, may be subject to disciplinary action, up to and including dismissal, in accordance with applicable Education Code provisions, employment agreements, and collective bargaining agreements.

6. Appeal Process

- **Certificated and Classified Employees:** An employee who believes that outside employment has been unreasonably denied or that disciplinary action is unwarranted may appeal through the District's grievance procedures or as provided in the applicable collective bargaining agreement.
- **Management and Supervisory Employees:** An employee may appeal to the Governing Board in writing within ten (10) working days of the decision. The Board shall consider the appeal at its next regular meeting, and its decision shall be final.

Administrative Regulations

1. Request for Approval Process

When approval is required under this policy, employees shall submit a written request to the Superintendent or designee (or Board President for the Superintendent) that includes:

- Name of the outside employer or nature of self-employment/consulting;
- Detailed description of duties, responsibilities, and scope of work;
- Anticipated hours, schedule, and location of outside employment;
- Expected compensation or remuneration (required for management employees);
- Start date and expected duration;
- Statement explaining how the employee will ensure District responsibilities are not compromised;
- Full disclosure of any actual or potential conflicts of interest;
- Identification of any District vendors, contractors, or entities with business before the District that are involved (required for management employees).

2. Review and Determination

The Superintendent or designee (or Board for the Superintendent) shall review the request and consider:

- Whether the outside employment creates an actual, potential, or apparent conflict of interest;
- Whether the employment would interfere with the employee's duties, availability, assigned schedule, or decision-making authority;
- Whether District resources, confidential information, or the employee's position could be misused or compromised;
- Whether the outside employment competes with or duplicates District services;

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

- The potential impact on students, the educational program, and public perception of District leadership;
- Whether the employment involves entities that do business with or are regulated by the District.

The reviewing authority shall provide a written response within ten (10) working days, approving, denying, or approving with conditions the request. The response shall include the rationale for any denial or conditions imposed.

3. Conditions of Approval

Approval of outside employment may be subject to conditions including, but not limited to:

- Limitations on hours or scheduling to ensure availability for District duties;
- Prohibition on use of District facilities, equipment, resources, or staff;
- Recusal from any District decisions involving the outside employer or related entities;
- Requirements for periodic review and renewal of approval;
- Immediate disclosure of any changes in the nature, scope, or clients of outside employment;
- Written acknowledgment that District responsibilities take priority over outside employment.

4. Revocation of Approval

Approval may be revoked if:

- The outside employment begins to interfere with the employee's District duties, availability, or judgment;
- The employee fails to comply with conditions of approval;
- Circumstances change such that the employment becomes incompatible or creates a conflict;
- The employee provided false, incomplete, or misleading information in the request;

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- The outside employment creates actual or perceived harm to the District's interests or reputation.

5. Special Provisions for Certificated Employees – Private Tutoring

Certificated employees who provide private tutoring shall:

- Not tutor students currently assigned to their own classes for compensation;
- Not use District facilities, equipment, or materials for private tutoring without prior written approval;
- Not solicit tutoring clients during school hours or using District communication systems;
- Ensure tutoring activities do not create the appearance that the District endorses the private service.

6. Special Provisions for Management Employees – Consulting and Speaking

Management employees who wish to provide consulting services, professional presentations, or speaking engagements for compensation shall:

- Obtain prior written approval as provided in these regulations;
- Not use District time for preparation or delivery of such services;
- Not represent that they are acting on behalf of or endorsed by the District;
- Clearly distinguish personal opinions from District policies or positions;
- Not provide consulting services to entities that compete with or have matters pending before the District.

7. Confidential Information

All employees with access to confidential District information shall take special care to ensure that outside employment does not create opportunities for unauthorized disclosure. Such employees may be subject to additional restrictions on outside employment.

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Revised on: N/A

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8. Annual Disclosure (Management Employees)

Management and supervisory employees with approved outside employment shall submit an annual update confirming the status and details of such employment. Any material changes that may affect potential conflicts of interest, compatibility with District duties, or compliance with applicable law or District policy shall be reported immediately.

9. Recordkeeping

The Superintendent or designee shall maintain records of all outside employment requests, notifications, approvals, denials, conditions, and revocations. Records shall be retained in accordance with the District's records retention schedule and may be subject to public disclosure as required by law.

Employee Leaves of Absence

Policy 5-201

Scope:

The leaves of absence detailed below are intended to summarize leaves available to classified and certificated employees. However, in all cases, the District shall provide leave entitlements solely in accordance with applicable state and federal law, including Education Code provisions and any Labor Code provisions expressly applicable to public school employers, as well as any applicable collective bargaining agreement.

Verification must be provided to the District upon request and in accordance with applicable law.

Purpose

The District recognizes that employees may need time away from work for illness, family responsibilities, civic duties, and professional development. This policy ensures that all employees—classified and certificated—understand their leave rights and that the District complies with all applicable laws while supporting staff well-being.

Types of Leave:

1. Sick Leave

Employees shall receive sick leave annually for personal illness or injury. These leaves are granted based on full-time equivalency and prorated for part-time employees. Sick leave accrual and usage comply with Education Code §§ 44978 and 45191.

2. Extended Sick Leave / Differential Pay

After exhausting full paid sick leave, employees may receive differential pay for a period of up to five (5) school months, in accordance with Education Code sections 44977 and 45196. If, after exhausting all available sick leave, including any period of differential leave, an employee is not medically able to resume duties, the employee shall be placed on a reemployment list in accordance with Education Code sections 44978.1, 45192, or 45195, as applicable.

3. Family Medical Leave Act and California Family Rights Act Leave

Eligible employees shall be provided up to twelve (12) workweeks of unpaid, job-protected family and medical leave in a 12-month period under the federal Family and Medical Leave Act (“FMLA”) and/or the California Family Rights Act (“CFRA”), as applicable. Such leave may be used for the employee’s own serious health condition, to care for a family

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member with a serious health condition, for a qualifying military exigency, and for other purposes required by law. FMLA and CFRA leave shall run concurrently when permitted by law.

4. Pregnancy Disability Leave

Employees disabled by pregnancy are entitled to up to four (4) months (17.3 weeks) of unpaid, job-protected pregnancy disability leave per pregnancy, in accordance with Government Code section 12945. This leave shall run concurrently with any available leave under the FMLA. Sick leave or differential pay may be used if available.

5. Parental Leave

Eligible employees may take up to twelve (12) workweeks of job-protected leave to bond with a newborn or newly placed child within one year of the birth, adoption, or foster care placement, in accordance with CFRA, FMLA, and Education Code sections 44977.5 and 45196.1, as applicable. Employees may use available full-paid sick leave and differential pay during parental leave to the extent required by law.

6. Personal Necessity Leave

Employees may use up to seven (7) days of accrued sick leave per year for personal necessity, in accordance with Education Code sections 44981 and 45207.

7. Bereavement Leave

Employees shall receive bereavement leave as provided by Education Code sections 44985 and 45194 and Government Code section 12945.7.

8. Industrial Accident/Illness Leave

The District shall provide industrial accident or illness leave for certificated and classified employees in accordance with Education Code sections 44984 and 45192, as applicable, as well as other applicable Board Policy/Administrative Regulation.

9. Jury, Legal Duty, and Victim Leave

The District shall provide leave for jury duty, legal duty (e.g., responding to a subpoena or court-ordered appearance), and victim-related absences in accordance with, and to the extent required by, Education Code sections 44036 and 44037 and Government Code section 12945.8.

Adopted on:
Revised on: N/A

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10. Military Leave

The District shall provide military leave, including paid temporary military leave for eligible employees with at least one year of public agency service, in accordance with Military and Veterans Code section 395.01 and other applicable law. Eligible certificated employees shall receive up to ten (10) days of additional paid sick leave for treatment of a qualifying service-connected disability in accordance with Education Code section 44978.2. Eligible classified employees shall receive up to twelve (12) days of additional paid sick leave for treatment of a qualifying service-connected disability in accordance with Education Code section 45191.5.

11. Voting Leave

Employees who do not have sufficient time to vote outside working hours are entitled to up to two (2) hours of paid time off in accordance with Elections Code section 14000. The District shall ensure that notice of this provision is posted in accordance with Elections Code section 14001.

12. Union Leave

Employees may be granted leave for official union duties in accordance with Education Code sections 44987 and 45210.

13. Kin Care

Employees may use accrued and available sick leave, in an amount not less than the amount of sick leave accrued during six months at the employee's then-current rate of entitlement, for the purposes authorized by Labor Code sections 233 and 246.5. "Family member" shall have the meaning provided in Labor Code section 245.5, including a designated person to the extent required by law.

Administrative Regulations

1. Leave Requests

All leave requests should be submitted in writing to the employee's immediate supervisor and/or the Human Resources Department as early as possible. Requests for foreseeable leaves (e.g., planned medical procedures, parental leave, jury duty) should be made at least 30 days in advance when possible.

2. Verification Requirements

The District may require documentation verifying the need for leave. This includes, but is not limited to, medical certification for illness or disability, court documentation for jury duty or legal leave, and proof of relationship for bereavement leave. Medical certification may be required for certain leaves such as pregnancy disability, or family medical leave. The District may require verification for absences exceeding three consecutive days or where abuse of leave is suspected. Acceptable documentation includes a healthcare provider's note or, in appropriate circumstances, a signed statement under penalty of perjury.

3. Coordination with Other Leave Laws

The Human Resources Professional shall ensure that leave entitlements under CFRA, FMLA, and Pregnancy Disability Leave are coordinated appropriately to ensure compliance and prevent duplication or overuse. Employees will be notified of their rights under applicable laws when requesting leave. Parental leave under CFRA runs concurrently with any applicable FMLA leave. Employees are not entitled to more than 12 weeks of total bonding leave under both laws. For additional details, refer to the District's Childbirth, Parenting, and Lactation Policy.

The District uses the substitute cost method for differential pay: the employee receives their regular salary minus the actual or estimated cost of a substitute. This may be modified by collective bargaining agreements.

4. Communication and Documentation

Employees are responsible for maintaining communication with the District during extended absences and must notify Human Resources of any changes to the duration or purpose of their leave. The District shall maintain records of all leave requests and approvals in accordance with legal requirements.

Adopted on:
Revised on: N/A

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Industrial Accident and Illness Leave

Policy 5-202

Scope:

This policy applies to all District employees, including certificated employees, classified employees, and confidential, supervisory, and management personnel who sustain injuries or illnesses arising out of and in the course of their employment with the District.

Policy Statement

The Governing Board is committed to providing a safe working environment for all employees. When work-related injuries or illnesses occur, the District shall provide industrial accident and illness leave benefits in accordance with applicable law, ensuring that employees receive appropriate support while recovering from work-related injuries or illnesses.

Purpose

The Governing Board recognizes its obligation to provide industrial accident and illness leave to employees who sustain work-related injuries or illnesses. This policy establishes the District's commitment to supporting employees through the Workers' Compensation process while ensuring compliance with Education Code sections 44984 and 45192.

1. Leave Entitlement

- Employees who sustain work-related injuries or illnesses shall be entitled to industrial accident and illness leave for up to sixty (60) working days in any one fiscal year for the same accident or illness.
- Industrial accident and illness leave shall not be deducted from sick leave, vacation, or any other accumulated leave to which the employee may be entitled.
- During industrial accident and illness leave, employees shall receive their full salary, coordinated with Workers' Compensation temporary disability benefits as required by law.

2. Eligibility

- To be eligible for industrial accident and illness leave, the injury or illness must arise out of and in the course of the employee's employment with the District.

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- Employees requesting industrial accident or illness leave shall promptly report the injury or illness and comply with workers' compensation claim procedures.
- Employees must comply with all reporting requirements and medical treatment protocols established by the District and the Workers' Compensation system.

3. Coordination with Workers' Compensation

- Industrial accident and illness leave shall be coordinated with Workers' Compensation benefits to ensure employees receive their full salary without duplication of benefits.
- Employees receiving temporary disability payments shall endorse such payments to the District while receiving full salary during industrial accident and illness leave.
- The District shall comply with all requirements of California Workers' Compensation law.

4. Return to Work

- Employees returning from industrial accident and illness leave must provide medical clearance from their treating physician.
- The District shall engage in an interactive process to provide reasonable accommodations or modified duty assignments when appropriate and as required by law.
- The District is committed to facilitating employees' safe return to work following work-related injuries or illnesses.
- An absence due to an industrial accident or illness shall not constitute a break in service. Employees on industrial accident or illness leave shall retain all employment status, rights, and benefits to which they would otherwise be entitled under applicable law, Board policy, and collective bargaining agreements.

5. Exhaustion of Leave

When industrial accident and illness leave is exhausted and the employee remains unable to return to work, the employee may utilize other available leave benefits, including accumulated sick leave, differential pay, or unpaid leave, in accordance with applicable law and collective bargaining agreements.

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6. Collective Bargaining

This policy shall be applied in coordination with any applicable collective bargaining agreements. In the event of a conflict between this policy and a collective bargaining agreement, the collective bargaining agreement shall prevail to the extent permitted by law.

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Administrative Regulations

Eligibility

Industrial accident and illness leave shall be provided to any employee who sustains an injury or illness arising out of and in the course of employment with the District. By way of illustration and not limitation, this includes injuries or illnesses that occur:

- While performing assigned duties on District premises;
- While traveling on District business
- During District-sponsored activities or events where the employee is acting within the scope of employment;
- Under other circumstances where the injury or illness is compensable under California Workers' Compensation law.

Leave Entitlement

1. Duration of Leave

Employees shall be granted industrial accident and illness leave for up to sixty (60) working days in any one fiscal year for the same industrial accident or illness. The sixty (60) working days need not be consecutive.

For certificated employees, working days are those days on which the employee's services are required.

For classified employees, working days are those days on which the employee is scheduled to work.

2. Non-Deduction from Other Leave Balances

Industrial accident and illness leave shall **not be deducted** from sick leave, vacation, or any other accumulated leave. This leave is in addition to other leave benefits to which the employee is entitled.

3. Compensation During Leave

During industrial accident and illness leave, the employee shall receive full salary without loss of benefits. When an employee is receiving temporary disability indemnity payments

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under Workers' Compensation, the District shall pay only the difference between the employee's regular salary and the amount of temporary disability payments, so that the employee receives full salary.

Coordination with Workers' Compensation

1. Endorsement of Temporary Disability Checks

When an employee receives temporary disability indemnity payments from the Workers' Compensation insurance carrier while on industrial accident and illness leave, the employee shall endorse such payments to the District. The District shall continue to pay the employee's full salary, and the endorsed temporary disability payments shall be credited to the District.

2. Required Workers' Compensation Claim

Employees requesting industrial accident or illness leave shall promptly report the injury or illness and cooperate with the District's workers' compensation reporting and claims procedures, including completion of required claim forms. The District shall provide the employee with the required claim forms and assist in the filing process.

3. Medical Treatment and Examinations

Employees receiving industrial accident or illness leave shall cooperate with the workers' compensation process, including attending medical appointments and examinations required by law, providing work-status reports and medical certifications regarding work restrictions, and complying with District reporting requirements.

Reporting Requirements

1. Initial Report of Injury or Illness

Employees must report any work-related injury or illness to their immediate supervisor and the District office **immediately**, but no later than **24 hours** after the injury or illness occurs or becomes apparent. Late reporting may affect eligibility for benefits.

The report shall include:

- Date, time, and location of the incident;
- Nature and extent of the injury or illness;

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- How the injury or illness occurred;
- Names of any witnesses;
- Medical treatment received or required.

2. Ongoing Communication

Employees on industrial accident and illness leave shall maintain regular communication with the District regarding their medical status, anticipated return to work date, and any changes in their condition. Medical documentation may be required at the District's discretion.

When Industrial Accident Leave is Exhausted

After the sixty (60) working days of industrial accident and illness leave are exhausted, and if the employee is still unable to return to work, the employee may utilize accumulated sick leave, other paid leave, differential pay, or unpaid leave in accordance with applicable law and collective bargaining agreements.

The District shall continue to coordinate with the Workers' Compensation system for ongoing benefits and shall comply with all applicable disability accommodation requirements under federal and state law.

Return to Work

1. Medical Clearance

Before returning to work from industrial accident and illness leave, the employee must provide the District with a medical clearance from their treating physician indicating:

- The employee is released to return to work;
- Whether the return is with or without work restrictions;
- If restrictions apply, the specific nature and duration of such restrictions.

2. Modified Duty and Reasonable Accommodation

If an employee returns to work with temporary restrictions, the District shall engage in an interactive process to determine whether modified or alternative duty is available that is consistent with the employee's restrictions. The District shall provide reasonable

Adopted on:

Revised on:

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accommodations as required by law, unless doing so would impose an undue hardship on District operations.

3. Inability to Return to Regular Duties

If an employee is medically unable to return to their regular duties and no suitable modified duty is available, the employee may be eligible for:

- Continued leave under other applicable leave provisions;
- Disability retirement, if eligible;
- Other benefits as determined through the interactive process.

Recurrence of Injury or Illness

If an employee who has returned to work sustains a recurrence of the same industrial injury or illness within the same fiscal year, the employee shall be entitled to the **balance of unused leave** from the original sixty (60) working days, provided the recurrence is medically verified as related to the original injury or illness.

If the injury or illness recurs in a subsequent fiscal year, the employee shall be entitled to a new sixty (60) working days of industrial accident and illness leave.

Fraudulent Claims

Any employee who knowingly makes a false or fraudulent Workers' Compensation claim or material statement or representation for the purpose of obtaining or denying Workers' Compensation benefits or payments is guilty of a felony under California law and shall be subject to disciplinary action, up to and including termination of employment.

Coordination with Collective Bargaining Agreements

This regulation shall be applied in coordination with any applicable collective bargaining agreements. In the event of a conflict between this regulation and a collective bargaining agreement, the collective bargaining agreement shall prevail to the extent permitted by law.

Records and Documentation

The District shall maintain accurate records of all industrial accident and illness leave, including:

- Dates of injury or illness and leave taken;

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- Workers' Compensation claim information;
- Medical documentation and work restrictions;
- Return to work dates and accommodations provided;
- Days of leave remaining in the sixty (60) working day entitlement.

All records shall be maintained in accordance with applicable privacy laws and regulations.

Questions and Assistance

Employees with questions regarding industrial accident and illness leave or Workers' Compensation benefits should contact the District's Human Resources office or the designated Workers' Compensation coordinator.

Legal References

- Education Code § 44984 (*Industrial accident and illness leave for certificated employees*)
- Education Code § 45192 (*Industrial accident and illness leave for classified employees*)
- Labor Code § 3200 et seq. (*Workers' Compensation*)
- Labor Code § 3550-3554 (*Criminal penalties for Workers' Compensation fraud*)
- Government Code § 3540 et seq. (*Educational Employment Relations Act*)
- Americans with Disabilities Act, 42 U.S.C. § 12101 et seq.
- California Fair Employment and Housing Act, Government Code § 12940 et seq.

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Employee Performance Evaluation and Feedback

Policy 5-301

Scope:

This policy applies to all employees of the District, including certificated, classified, and administrative staff.

1. Evaluation and Feedback

All employees shall be evaluated on a regular basis using standards and criteria that are:

- Job-related
- Aligned with District goals and student success
- Conducted fairly, consistently, and in compliance with applicable law

For instructional certificated employees, areas of evaluation shall be based on the following criteria:

- Students' progress toward meeting District standards of expected achievement for their grade level in each area of study and, if applicable, towards the state-adopted content standards as measured by state-adopted criterion-referenced assessments
- The instructional techniques and strategies used by the employee
- The employee's adherence to curricular objectives
- The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities

Noninstructional certificated staff shall be evaluated based on their performance of their assigned job responsibilities. Under no circumstances shall the evaluation of any certificated employee be based on publishers' norms established by standardized tests.

Purpose

The Governing Board recognizes that effective evaluation and constructive feedback are essential to the success of the District, the growth of its employees, and the achievement of the student outcomes. The evaluation process is designed to promote professional growth, improve services, and ensure accountability across all employee groups.

Adopted on:
Revised on: N/A

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Classified employees shall be evaluated in accordance with applicable Board rules, Personnel Commission rules where applicable (in merit districts), collective bargaining agreements, employment contracts, and District procedures.

2. Documentation

Performance evaluations shall be documented in writing and maintained in the employee's personnel file. Employees shall have the right to review, discuss, and respond in writing to their evaluations.

3. Collective Bargaining Agreements

In the event of any conflict between this policy/its administrative regulations and a collective bargaining agreement, the provisions of the collective bargaining agreement shall prevail.

Administrative Regulations

1. Frequency of Evaluation

- **Certificated Employees:** In accordance with Education Code §§ 44660–44664:
 - Probationary certificated employees shall be evaluated annually.
 - Permanent certificated employees shall be evaluated at least every other year.
 - Permanent certificated employees with at least 10 years of service, and who meet the criteria outlined in Education Code section 44664(a)(3), may, by mutual agreement, be evaluated every five years, provided prior evaluations were satisfactory. Consent to this evaluative cycle may be withdrawn by either the employee or the District at any time, and will revert to an annual evaluation cycle upon receipt of an unsatisfactory evaluation. Return to a five-year schedule may be reinstated after a positive evaluation is received.
- **Classified Employees:** Shall be evaluated on a regular cycle determined by the Superintendent or designee, and as required by any applicable collective bargaining agreement.
- Certificated administrators and supervisors shall be evaluated as certificated noninstructional personnel in accordance with Education Code section 44662(c). Classified managers and administrators shall be evaluated in accordance with the rules, contracts, collective bargaining agreements, and procedures applicable to classified employees.

2. Evaluation Standards

- Performance standards shall be:
 - Based on **objective, job-related criteria**
 - Free from unlawful discrimination
 - **Communicated to employees in advance of the evaluation.**

Adopted on:
Revised on: N/A

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3. Feedback and Improvement

- Evaluations shall include constructive feedback and, where necessary, specific recommendations for improvement.
- Employees shall be provided opportunities for professional development and support when areas of growth are identified.

If a certificated employee is not performing duties in a satisfactory manner according to Board-adopted standards, the District shall notify the employee in writing, describe the unsatisfactory performance, confer with the employee regarding specific recommendations for improvement, and endeavor to assist the employee. Where applicable, the District shall follow Education Code section 44664 regarding improvement programs and Peer Assistance and Review.

4. Documentation

- All evaluations shall be reduced to writing, signed by both the evaluator and the employee, and placed in the personnel file.
- Employees may submit a written response within a reasonable timeframe, which shall be attached to the evaluation and maintained in the personnel file.

5. Due Process and Fairness

Evaluations shall be conducted fairly, consistently, and in accordance with applicable statutes, collective bargaining agreements, Personnel Commission rules where applicable, employment contracts, and District procedures. When an evaluation is used in connection with discipline, dismissal, suspension, nonreelection, release, reassignment, or another adverse employment action, the District shall follow the separate statutory, contractual, and constitutional procedures applicable to that action.

6. Collective Bargaining Agreements

- These administrative regulations shall be applied unless otherwise provided in a collective bargaining agreement lawfully entered into by the District.

Adopted on:
Revised on: N/A

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Employee Discipline, Dismissal, and Release

Policy 5-302

Scope:

This policy applies to all District employees, including certificated, classified, and administrative personnel. This policy addresses discipline only. Layoffs and reductions in force are governed separately by law and Board policy.

Guiding Principles

1. Progressive and Corrective

- The District strives to employ a progressive discipline model that begins with the least severe action appropriate to the situation. However, nothing in this policy shall prohibit the District from seeking more severe discipline, including termination, when, in the District's view, an employee engages in misconduct warranting such discipline.
- The intent of discipline is corrective: to notify the employee of inappropriate conduct or performance and provide an opportunity to improve.

2. Due Process and Fairness

Employees shall receive all due process protections to which they are entitled by state and federal law, as well as the U.S. and California constitutions.

3. Collective Bargaining Agreements

Where provisions of a collective bargaining agreement differ from this policy or its regulations, the agreement shall prevail to the extent permitted by law.

Purpose

The Governing Board of the District is committed to fostering a fair, respectful, and effective workplace. While disciplining an employee is never an ideal or desired situation, sometimes circumstances warrant it. In these cases, the District will act consistently with law, contract, and fairness to protect the integrity of its educational program and workplace.

Adopted on:
Revised on: N/A

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4. Paid Administrative Leave and Investigatory Action

The District may place an employee on paid administrative leave pending investigation, pending consideration of employment action, or for other District operational reasons. Paid administrative leave is not discipline and does not create a right to a hearing or appeal unless required by law.

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Administrative Regulations

Administrative Regulation 5-302A

Certificated Employee Discipline

1. Permanent Certificated Employees

Dismissal or suspension of a permanent certificated employee shall be processed in accordance with the Education Code, including applicable provisions of Education Code sections 44932 through 44944 and related statutes.

2. Probationary Certificated Employees – Nonreelection

The Board may non-reelect a probationary certificated employee for the succeeding school year in accordance with Education Code section 44929.21 and applicable state and federal laws. The Superintendent or designee shall prepare and serve such notices following Board action.

3. Probationary Certificated Employees – Mid-Year Dismissal or Suspension

A probationary certificated employee may be dismissed during the school year, or suspended without pay as an alternative to dismissal, in accordance with Education Code section 44948.3. Dismissal shall be based on any cause set forth in Education Code section 44932, or for unsatisfactory performance determined pursuant Education Code section 44660, et seq.

If the District seeks to dismiss an employee for such causes, the following procedures shall apply:

- a) The employee shall be given 30 days' notice of their dismissal, no later than March 15 in the case of a second-year probationary employee. The notice shall include a statement of the reasons for the dismissal and notice of the opportunity to appeal. If the cause for the employee's dismissal includes unsatisfactory performance, a copy of the evaluation conducted pursuant to Education Code 44664 will be included.

- b) Upon receipt of the notice of dismissal, the employee shall be deemed to have waived their right to hearing, and may be immediately dismissed and suspended, if no request for a hearing is submitted to the Board within 15 days.
- c) If a hearing is requested, the District may arrange for the appointment of an administrative law judge to conduct the hearing and to recommend a decision to the Board. The Board shall retain final authority to dismiss the employee. Alternatively, the Board may hear the case itself. In all cases, the technical rules of evidence shall not apply, nor shall any party be entitled to discovery, motion practice, or other formal adjudicatory procedures, including, but not limited to, those set forth in Government Code section 11500, et seq., unless explicitly required by law.
- d) Any decision to terminate the probationary employee shall be supported by a preponderance of the evidence.

4. Temporary and Substitute Certificated Employees

Temporary, substitute, short-term, and other non-probationary/non-permanent certificated employees may be released, discontinued, or not reemployed in accordance with applicable law, including Education Code section 44954 where applicable.

5. Certificated Administrative or Supervisory Employees

Release or reassignment of a certificated employee from an administrative or supervisory position shall be processed in accordance with Education Code section 44951 and other applicable law.

Administrative Regulation 5-302B

Classified Employee Discipline

1. Probationary Employees

A probationary employee may be released at-will during their probationary period. An employee who fails to complete a promotional probationary period shall be returned to the classification from which the employee was promoted, unless separate cause exists for disciplinary action.

2. Causes for Discipline

A permanent classified employee shall not be disciplined except for cause. Causes for discipline include, but are not limited to, the following:

- a) Incompetence
- b) Inefficiency
- c) Unsatisfactory performance
- d) Immoral conduct, including, but not limited to, egregious misconduct that is the basis for a sex offense as defined in Education Code 44010, a controlled substance offense as defined in Education Code 44011, or child abuse and neglect as described in Penal Code 11165.2-11165.6
- e) Conduct that constitutes a violent or serious felony as defined in Penal Code 667.5(c) or 1192.7(c)
- f) Neglect of duty.
- g) Insubordination, including, but not limited to, refusal or failure to obey a lawful and reasonable directive.
- h) Dishonesty, falsification, fraud, theft, or misappropriation of District property, funds, records, time, or resources.
- i) Discourteous, abusive, threatening, intimidating, or inappropriate conduct toward students, parents/guardians, employees, vendors, or members of the public.
- j) Conduct that endangers or reasonably may endanger the health, safety, or welfare of students, employees, or others.
- k) Violation of federal or state law, Board policy, or Administrative Regulation.
- l) Absenteeism, tardiness, or abuse of leave.
- m) Unauthorized absence from duty.

- n) Unauthorized disclosure, misuse, or failure to protect confidential student, personnel, medical, legal, or District information.
- o) Misuse, damage, waste, or unauthorized use of District property, equipment, technology, vehicles, records, funds, or facilities.
- p) Possession, use, sale, distribution, or being under the influence of alcohol, cannabis, controlled substances, or intoxicants while on duty, while on District property, or while performing District-related duties, except as authorized by law and consistent with District policy.
- q) Failure to maintain a license, certificate, permit, authorization, physical qualification, driving qualification, or other requirement of the employee's position.
- r) Failure to cooperate in a District investigation, including dishonesty or intentional withholding of material information sought by the District during an investigation.
- s) Retaliation against any person who reports, discloses, divulges, or otherwise brings to the attention of any appropriate authority any information relative to an actual or suspected violation of state or federal law occurring on or directly related to the job.
- t) Any other failure of good behavior, whether on or off-duty, that discredits or undermines the employee's ability to render District service.

Discipline shall not be based on causes that arose before the employee became permanent in the classification, nor on causes that arose more than two years before the date of the notice of disciplinary action, unless the cause was concealed or was not disclosed by the employee when the employee reasonably should have disclosed the facts to the District.

3. Notice of Proposed Discipline and Pre-Disciplinary Response

Before imposing disciplinary action, the District shall provide written dismissal charges notifying the employee of the proposed discipline. The charges shall include, at minimum:

- a) The proposed disciplinary action.
- b) The proposed effective date.
- c) The causes for the proposed discipline.
- d) The specific acts or omissions supporting the proposed discipline, stated in ordinary and concise language.
- e) The specific Board policies, administrative regulations, District rules, job duties, directives, laws, or other standards allegedly violated.
- f) Notice of the employee's right to informally respond before a final decision is made, in accordance with *Skelly v. State Personnel Board* (1975) 15 Cal. 3d 195.
- g) The deadline and procedure for providing such informal response.

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- h) A statement of the employee's right to a hearing on the charges, and the time within which the hearing may be requested that shall be not less than five days after service of the notice to the employee, a form or paper, the signing and filing of which shall constitute a demand for hearing and a denial of all charges.

4. **Informal Response**

The employee's informal response ("*Skelly* Meeting") shall be considered by a designated administrator ("*Skelly* Officer") in accordance with *Skelly v. State Personnel Board* (1975) 15 Cal. 3d 195. The *Skelly* officer shall review the charges and supporting documentation, and consider the employee's response, after which the administrator shall issue a written decision upholding or denying the recommended discipline. The written decision shall be provided to the employee using any reasonable method calculated to result in receipt.

5. **Hearing Request**

The employee may request a hearing on the charges by timely filing a request for hearing in accordance with the dismissal charges. A timely demand shall be deemed a denial of all charges.

The hearing request must be submitted to the office of the Superintendent or designee during that office's normal business hours. If the request is mailed, it must be received or postmarked within the time period established by the District. If the District issues a suspension without pay together with a recommendation for dismissal, a timely request for a dismissal hearing shall also be deemed a request to challenge the suspension, and the propriety of the suspension shall be addressed at the hearing.

If the employee does not timely request a hearing, the employee shall be deemed to have waived their right to hearing and consented to the noticed discipline, and the discipline may be effectuated by the District immediately.

6. **Status Pending Hearing**

Following the *Skelly* Meeting, the District may place the discipline into effect before the hearing if the *Skelly* Officer determines, by a preponderance of the evidence, that at least one of the following applies:

- a) The employee engaged in criminal misconduct;
- b) The employee's continued presence presents a risk of harm to pupils, staff, or property; and/or
- c) The employee has committed habitual violations of District policies or regulations.

If the employee timely requests a hearing before the Board or before an impartial third-party hearing officer authorized by law or agreement, the District may cease paying the employee before the final decision after thirty (30) calendar days from the date of the employee's hearing request.

7. Hearing Officer or Board Hearing

Unless otherwise required, a timely requested hearing shall proceed before the Board. If desired, the Board may designate a hearing officer or administrative law judge to hear the case and provide an advisory decision for the Board's consideration. However, if the causes supporting the employee's termination include egregious misconduct involving, as defined in Education Code section 44932, the Board shall delegate its decision-making authority to a judge, as defined in Education Code section 44990.

At any time prior to hearing, the District may submit amended dismissal charges. If the amended charges contain new causes or new allegations of material significance, the employee must be provided a reasonable period of time to prepare a defense.

The hearing shall provide the employee a fair opportunity to contest the charges and the proposed discipline. The employee shall have the right to legal representation, to present evidence, to respond to evidence presented by the District, and to question witnesses as permitted by the hearing officer, judge, or Board. The District shall bear the burden of proof. The standard of proof shall be preponderance of the evidence.

The technical rules of evidence shall not apply at any hearing, nor shall any party be entitled to discovery, motion practice, or other formal adjudicatory procedures, including, but not limited to, those set forth in Government Code section 11500, et seq., unless explicitly required by law.

The final decision of the Board or authorized hearing officer shall be in writing, and shall be issued within a reasonable time. If an advisory decision is issued, the Board shall have the authority to adopt the advisory decision in full, or to modify the decision or proposed penalty in accordance with the evidence introduced at hearing.

If an impartial third-party hearing officer has been delegated final decision-making authority pursuant to law and applicable agreement, the Board's review shall be limited to the extent permitted by law and the applicable agreement.

Appropriate Student Boundaries

Policy 5-303

Scope:

The Governing Board adopts this policy to promote safe environments for student learning and engagement, including environments in which adult-student interactions remain professional and appropriate.

1. Professional Boundaries Between Pupils and Covered Individuals

In accordance with Education Code section 32100, District employees, adult volunteers, and school contractors (collectively “Covered Individual”), are required to maintain appropriate professional boundaries with students at all times. As such, interactions with students shall at all times serve a legitimate purpose directly related to instruction or other duties the Covered Individual is required to perform. Additionally, Covered Individuals shall avoid engaging in any behavior with a student that does create, or reasonably creates the appearance of, an inappropriate student relationship, whether from the perspective of a student, staff member, parent/guardian, community member, or any other party.

2. Examples of Prohibited Behavior

By way of illustration, not limitation, Covered Individuals shall not engage in the following behavior, which presumptively violates their obligation maintain appropriate student boundaries:

- Maintaining a romantic relationship with a student, regardless of age.
- Touching a student for a purpose other than that necessary to perform assigned duties or responsibilities
- Making comments to a student of a sexual or obscene nature, whether joking or serious
- Meeting, or attempting to meet, with a student outside of school without express parental consent or as otherwise necessary to perform assigned duties
- Providing undue personal attention or privileges to a student in a way that reasonably suggests an improper motive

Purpose

The Governing Board recognizes the importance of maintaining appropriate boundaries between students and District employees, volunteers, and contractors. In accordance with Education Code section 32100, this policy is intended to outline and enforce those boundaries.

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- Electronically communicating, or attempting to communicate, with a student outside of school through any means other than a District-approved communications system without the express consent of the student’s parent/guardian, and without providing a copy of such communication to the parent/guardian and the District
- “Friending,” “following,” or otherwise interacting with students over any social media platform

The above list is not exhaustive. Covered Individuals remain responsible for ensuring that all behavior remains consistent with the terms of this policy, and as reasonably directed by the Superintendent or designee or site administration.

3. School Facilities and Furnishings

District school facilities and furnishings, including classroom and nonclassroom environments, shall be maintained, arranged, and used in a manner that promotes safe environments for learning and engagement and allows for reasonable adult supervision.

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The policies are developed in collaboration with the Small School Districts’ Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Childbirth, Parenting, and Lactation Accommodation Policy 5-401

Scope:

This policy applies to all District employees, including certificated, classified, supervisory, management, confidential, part-time, and probationary employees.

1. Pregnancy and Childbirth Accommodation

The District shall provide reasonable accommodations for pregnancy, childbirth, or related medical conditions upon request unless doing so would impose an undue hardship on District operations. Accommodations may include modified duties, additional breaks, seating or ergonomic modifications, temporary transfer, or a leave of absence. The District shall engage in a timely, good faith interactive process with the employee to identify appropriate accommodations.

Purpose

The Governing Board recognizes the importance of supporting employees through all stages of family development, including pregnancy, childbirth, bonding with a new child, and lactation. This policy ensures compliance with applicable federal and state laws and reflects the District's commitment to providing a family-friendly and equitable workplace.

2. Pregnancy Disability Leave (PDL)

An employee disabled by pregnancy, childbirth, or a related medical condition is entitled to up to four months of protected leave per pregnancy. Leave may be taken continuously, intermittently or on a reduced schedule. PDL may run concurrently with other leave entitlements, and upon conclusion of PDL, the employee is entitled to reinstatement to the same or comparable position.

3. Parental Leave – Bonding with a New Child

Eligible employees are entitled to up to 12 workweeks of job-protected leave under the California Family Rights Act (CFRA) to bond with a newborn, adopted, or foster child within one year of birth or placement. This may run concurrently with federal FMLA leave. Employees may use accrued sick leave, vacation, or differential pay. Parental leave is available to all parents, regardless of gender or birthing status.

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4. Lactation Accommodation

The District shall provide reasonable break time and a lactation accommodation space for employees who need to express breast milk.

The lactation space shall:

- Be safe, clean, and free from hazardous materials;
- Not be a bathroom;
- Be shielded from view and free from intrusion;
- Be in close proximity to the employee's work area;
- Include a place to sit;
- Include a flat surface for placing a breast pump and personal items;
- Have access to electricity or alternative devices needed to operate a breast pump;
- Be located near access to running water; and
- Provide access to a refrigerator or other cooling device suitable for storing expressed milk.

Employees shall be granted a reasonable amount of time to express milk. Breaks shall run concurrently with existing paid rest breaks. Additional time beyond normal breaks may be unpaid.

5. Non-Discrimination and Retaliation

The District prohibits discrimination, harassment, interference, coercion, intimidation, or retaliation against any employee for:

- Requesting or receiving pregnancy-related accommodations;
- Requesting or taking Pregnancy Disability Leave;
- Requesting or taking parental bonding leave;

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- Requesting or using lactation accommodations;
- Exercising any right protected by federal or California law.

6. Complaint Procedures

- Employees who believe they have been denied rights provided by this policy may report concerns to the Human Resources Department.
- Employees may also file complaints with appropriate state or federal agencies, including the California Civil Rights Department, the California Labor Commissioner's Office, or the United States Department of Labor, as applicable.
- The District shall investigate complaints promptly and shall take appropriate corrective action when warranted.

7. Policy Distribution

This policy shall be provided:

- Upon hire;
- Upon an employee's request for parental or disability-related leave;
- Upon any request for lactation accommodation; and
- It shall also be included in employee handbooks and posted in prominent workplace locations.

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The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

Administrative Regulations

1. Request Process

- Employees shall submit written requests for leave or accommodation to Human Resources or their site administrator. Requests for lactation accommodation should include proposed timing and duration of lactation breaks.

2. Interactive Process

- HR shall engage in a timely, good faith interactive process with the employee to identify accommodations. Medical documentation may be required for pregnancy-related accommodations as permitted by law.

3. Leave Management

- Employees may elect to use accrued leave balances. Once exhausted, differential or unpaid leave shall apply according to the employee's classification and applicable law or contract.

4. Lactation Room Implementation

- Each site administrator shall identify a compliant space. Temporary solutions shall be arranged for itinerant staff or campuses lacking a permanent room.

5. Training

- HR staff, supervisors, and site administrators shall receive periodic training on employee rights, accommodation procedures, and policy enforcement.

Comprehensive School Safety Plan

Policy 6-100

In compliance with Education Code, this policy requires the District to maintain and annually review a comprehensive school safety plan for each school site.

Scope:

This policy applies to all school sites and district operations. In a single-school district, the requirements for the CSSP apply to that school site and are coordinated by the district.

Purpose

The District is committed to ensuring the safety and well-being of all students, staff, and visitors. This policy outlines the framework for developing and maintaining a Comprehensive School Safety Plan (“CSSP”) that meets state requirements and supports our small district community.

1. Plan Development and Review

- For each school site, a school site council, established pursuant to law, must develop a Comprehensive School Safety Plan in collaboration with law enforcement, fire department, and other first responders. The school site council can delegate this responsibility to a school safety planning committee, made up of the members defined in Education Code § 32281.
- The District will create a district wide Comprehensive School Safety Plan that is applicable to each school site.
- The plan shall be reviewed and updated by March 1st of each year in accordance with California Education Code § 32286.
- The Board of Trustees shall approve the CSSP for each school site at a regular public meeting.

2. Required Plan Components

- The CSSP shall include assessment of the current status of crime committed on school campuses and at school-related functions.
- The CSSP shall include all procedures and strategies as required by law, including, but not limited, for:
 - Child abuse and neglect reporting procedures

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- Procedures specifically designed to address the supervision and protection of children from child abuse, neglect, or sex offenses
- Disaster procedures, routine and emergency plans, including earthquake emergency procedure system, procedures to allow public agencies to use school facilities and equipment for mass care and welfare shelters during disasters and other emergencies, procedures to identify appropriate refuge shelter for all students and staff in the event of an evacuation order in the event of a fire.
 - a. Must include adaptations for students with disabilities in accordance with the Americans Disabilities Act, Individuals with Disabilities Education act, and Section 504 of the Rehabilitation Act.
- Student discipline policies that include serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations.
- Notification to teachers of student conduct violations, in accordance with Education Code § 49079. Teachers shall be informed when a student under their supervision has engaged in or is reasonably suspected to have engaged in certain violent acts or offenses, as required by law.
- Discrimination and harassment policies.
- Schoolwide dress code policies pursuant to Education Code § 35183 prohibiting “gang-related apparel,” if the school has adopted such policy.
- Safe ingress and egress of pupils, parents, and staff to and from school.
- A safe and orderly environment conducive to learning.
- School discipline rules and procedures adopted pursuant to Education Code §§ 35291, 35291.5, 47605, and 47605.6.
- Tactical response procedures, including coordination with local law enforcement for criminal incidents on or near campus. This includes procedures relating to active shooters and individuals with guns on campus. Where such procedures include conducting active shooter drill(s) the school:
 - a. Shall not conduct a high-intensity drill;
 - b. Shall not use real weapons, gunfire blanks, or explosions; and
 - c. Shall ensure a trauma-informed approach.
- Procedures to assess and respond to reports of dangerous, violent, or unlawful activity, being threatened or conducted on school property, at a school sponsored activity, or on a school bus serving the school.
- Procedures to respond to an individual experiencing sudden cardiac arrest or other similar life-threatening medical emergency on school grounds.
- Procedures for notifying parents/guardians and school personnel when the school confirms the presence of immigration enforcement at the school site.

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- For schools that serve students in grades 7 to 12, procedures for when a student is suffering or reasonably believed to be suffering from an opioid overdose.
- The CSSP shall include an instructional continuity plan to address learning during emergencies or disruptions, including pandemics, natural disasters, or other prolonged closures.
- Provisions authorizing the prohibition of student smartphone possession or use during an emergency or in response to a perceived threat of danger, if applicable. (Ed. Code § 48901.7.)

3. Advisable Plan Components

- Bullying procedures
- Guidelines regarding the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on campuses. These guidelines should include strategies to create and maintain a positive school climate, school safety, pupil achievement, prioritize mental health and intervention services, restorative and transformative justice programs, positive behavior interventions and supports, and protocols to address pupils who have witnessed a violent act. (Ed. Code § 32282.1.)
- Procedures for responding to the release of pesticide or other toxic substances from properties located within one-quarter mile of a school. (Ed. Code § 32284.)
- Lockdown, shelter-in-place, and evacuation procedures that are age-appropriate, including practice drills.
- Youth Suicide Prevention Policy.
- Pandemic Influenza Checklist and resources and a Pandemic Plan.
- Continuity of Operations Plan

4. Coordination with Other Policies

- All elements of the plan must be age-appropriate and consider the specific needs of the school community, and they should align with the district's transportation, discipline, mental health, and wellness policies.

5. Posting and Access

- A summary of the CSSP shall be posted on the district website and available at each school site office.

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6. **Public Review and Accountability**

- The District shall review and update its Comprehensive School Safety Plan by March 1st on an annual basis.
- Each July, the District shall include a report on the status of the CSSP, including a description of its key elements, in the School Accountability Report Card (SARC).
- An updated file of all safety-related plans and materials shall be readily available for inspection by the public at the district office or school site.
- Prior to adopting the CSSP, the District shall hold a public meeting at a school site to provide an opportunity for public input.
- Written notification of the public meeting shall be sent to the following, when applicable:
 - The local mayor or county board of supervisors (for unincorporated areas)
 - Representatives of local employee organizations
 - Representatives of parent-teacher associations or parent organizations
 - Representatives of teacher organizations
 - Student body government representatives (for applicable grade levels)
 - Any individuals who have requested notification of school safety plan meetings

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Transportation and Commuter Safety

Policy 6-101

Scope:

This policy applies to district-operated school bus drivers, school buses, student walkers and bicyclists, and parent drop-off and pick-up zones.

Purpose

The District is committed to ensuring the safety of all students, staff, and families as they travel to and from school and school-sponsored activities.

1. Driver Qualifications

All bus drivers must meet licensing and training requirements and defined in Vehicle Code § 12517 and all other applicable law.

2. Transportation Safety Plan

The Superintendent or designee shall create a transportation safety plan for procedures school personnel are to following order to ensure the safe transport of students. The plan shall address all of the following required in Education Code § 39831.3:

- Determining if students in prekindergarten through 8th grade require and escort to cross the road pursuant to Vehicle Code 22112(d)(1);
- Procedures for all students in prekindergarten through 8th grade to follow as they board and exit the bus at their bus stops;
- Boarding and exiting a school bus at a school or other trip destination;
- Procedures to ensure that a student is not left unattended on a school bus, student activity bus, or youth bus; and
- Procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus.

A current copy of this transportation safety plan is required to be kept by each school site and made available to the California Highway Patrol (“CHP”) upon request.

A. Emergency Transportation Planning

- The District shall integrate transportation protocols into emergency response and disaster preparedness planning, including coordination for evacuation procedures when necessary.

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3. School Bus Safety Procedures

A. Daily Vehicle Inspections

- All school buses shall be maintained and operated in compliance with California Vehicle Code §§ 34500-34520.

Bus drivers are required to perform daily bus inspections and submit written reports in compliance with the requirements of 13 C.C.R. § 1215. Before driving the bus, the driver must inspect each school bus to determine that is in safe operating condition, equipped as required by law, and all equipment is in good working order.

B. Passenger Restraint System.

Bus drivers shall be instructed regarding procedures to enforce proper use of the passenger restraint system.

C. Fire Extinguishers

Each school bus shall be equipped with at least one fire extinguisher, except for wheelchair school buses which shall have two, located in the driver's compartment and at the wheelchair loading door or emergency exit for wheelchair school buses. The fire extinguishers will meet the standards and required inspections specified by the law.

D. Child Safety Alert System

Each school bus or student activity bus shall be equipped with an operational child safety alert system pursuant to Vehicle Code § 28160.

A student activity bus that does not have a child safety alert system may be used under specific circumstances pursuant to Vehicle Code § 28160.

E. Electronic Communications Devices

A bus driver shall not use a wireless telephone or other electronic wireless communications device while operating a school bus or student activity bus unless it is used in a manner permissible under Vehicle Code §§ 23123.5, 23125 and used for work or emergency related purposes.

F. Safe Bus Operations

School buses and student activity buses shall not be operated when the number of passengers exceeds bus seating capacity, except when necessary in specified emergency situations which require that individuals be transported immediately to ensure their safety, pursuant to Education Code § 39834.

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School bus operations shall be limited when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home-to-school transportation service. Bus drivers for school activity trips may discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility, pursuant to Vehicle Code § 34501.6.

G. Unauthorized Entry

The Superintendent or designee may place a notice at bus entrances that warns against unauthorized entry. The driver or another school official may order any person to disembark if that person enters a bus without prior authorization. (Education Code § 39842; 13 C.C.R. § 1256.5)

4. Bus Accidents

In the event of a school bus accident, the bus driver shall stop at the scene, immediately notify or cause to be notified the California Highway Patrol and the Superintendent or designee. The bus driver shall not leave the immediate vicinity of the bus to seek aid unless necessary.

The Superintendent or designee shall maintain a report of each accident that occurred on a public or private property involving a school bus with students aboard. The report shall contain pertinent details of the accident and shall be retained for 12 months from the date of the accident. If the accident was not investigated by the CHP, the Superintendent or designee shall forward a copy of the report to the local CHP within five (5) working days of the date of the accident.

5. Pick-up and Drop-Off Safety

- Each school site shall maintain a clear traffic flow plan to ensure safe ingress and egress for students, parents, and staff.
- Designated areas for pick-up and drop-off shall be clearly marked and supervised during high-traffic times.

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6. **Pedestrian and Bicycle Safety**

- The District shall promote safe walking and biking through age-appropriate education and reinforcement of pedestrian and bicycle safety laws.
- Students under the age of 18 riding bicycles must wear helmets as required by Vehicle Code §21212.

7. **Safe Routes to School**

- The District encourages collaboration with local government, law enforcement, and transportation agencies to identify and maintain safe routes to school
- Opportunities to pursue grants or support for infrastructure improvements that enhance student commuter safety will be evaluated when feasible.

8. **Student Safety Instruction**

Students must follow safety rules while riding buses, and annual emergency evacuation drills shall be conducted in accordance with Education Code § 39831.5 and all other applicable law.

All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. The instruction must be provided as follows:

- Upon registration, the parents/guardians of students in prekindergarten through 6th grade who have not previously been transported in a school bus or student activity bus will be provided with written information on school bus safety. That information will include:
 - A list of school bus stops near the student's home;
 - General rules of conduct at school bus loading zones;
 - Red light crossing instructions;
 - School bus danger zone; and
 - Walking to and from the school bus stops.
- At least once school year, all students in prekindergarten through 8th grade who receive home-to-school transportation shall receive safety instruction that includes, but is not limited to:
 - Proper loading and unloading procedures, including escorting by the driver;
 - How to safely cross the street, highway, or private road;
 - Instruction on the use of passenger restraint systems including:
 - The proper fastening and release of the system;

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- The acceptable placement of the system on students;
- The times at which system should be fastened or released; and
- The acceptable placement of the system when not in use.
- Proper passenger conduct
- Bus evacuation procedures
- Location of emergency equipment
- This instruction may also include the responsibilities of passengers seated next to an emergency exit. As part of this instruction, students shall evacuate the school bus through emergency exit doors.
- Before departing on a school activity trip, all students riding on a school bus or student activity bus shall receive safety instruction which includes, but is not limited to, the location of emergency exits and the location and use of emergency equipment. This may also include the responsibilities of passengers seated next to an emergency exit.
- Each year, all students who receive home-to-school transportation in a school bus shall be provided appropriate instruction in safe riding practices and emergency evacuation drills.

Each time the instruction is given the information below must be recorded and remain on file at the District office or the school site for one (1) year and is subject to inspection by the Department of the California Highway Patrol.

- The Name of the District
- Name and location of the school
- Date of instruction
- Names of supervising adults
- Number of students participating
- Grade levels of students
- Subjects covered in the instruction
- The amount of time the instruction took
- Bus driver's name
- Bus number
- Any additional remarks

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9. Authority of Driver

Students that are transported in a school bus or in a student activity bus are under the authority of the bus driver. The bus driver is responsible for the orderly conduct of the students while they are on the bus or being escorted across the road. Student refusal to submit to the authority of the bus driver is sufficient reason for the student to be denied transportation. However, the bus driver will not require a student to leave the bus while enroute.

Procedures relating to suspension of riding privileges are governed by Board Policy and Administrative Regulation 3-104.

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Immigration Enforcement on Campus And Notification Procedures Policy 6-102

Scope:

This policy applies to all District employees, volunteers, and contractors at any District school-site, including school-sponsored events and transportation.

Access to Student and Employee Information

1. Any request for information, records, or access to a student by law enforcement or immigration authorities must be immediately referred to the Superintendent or Custodian of Records.
2. To the extent permissible, information regarding students, their families, teachers, or employees will not be disclosed to immigration enforcement without a judicial subpoena, warrant, or court order. The District will seek advice from legal counsel as necessary.
3. No student information or records, including personal information as defined by Civil Code § 1798.3(a) and information that might indicate a student's or family's citizenship or immigration status, shall be released without proper legal authorization, in compliance with the Family Education Rights and Privacy Act ("FERPA") and other applicable laws, and with approval by the Superintendent or Custodian of Records.
 - Upon receiving a request for information related to a student's or family's immigration or citizenship status:
 - The District shall obtain the contact information of the person whom a response to the request should be directed.
 - The Superintendent or Custodian of Records shall be notified of the request, the requestors contact information, and the date designated for production.
 - Make a photocopy of the request and consult with legal counsel.
 - Students and families will be provided with appropriate notice and a description of the request.

Purpose

The purpose of this policy is to ensure compliance with the Education Code, the California Attorney General's Model Policies, and other applicable federal and state laws by clearly defining how the District responds when immigration enforcement activity is requested or occurs on a school site. This policy shall be updated as necessary to remain consistent with the Attorney General's Model Policies and the law.

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- Any verbal or written requests for information by an officer or employee of an agency for immigration enforcement purposes will be documented.
 - Students and parents/guardians will be provided with any documents provided by the officer or employee seeking the information, unless otherwise prohibited.
 - Parents/guardians will be provided notification of any court orders, warrants, or subpoenas except in investigation of suspected child abuse, neglect or dependency or when otherwise prohibited.
 - The District will make every effort to receive written parental consent or eligible student consent for release of student information, unless the information is for directory information only. The parent/guardian or eligible student is not required to sign a consent form. However, if consent is obtained the District will permanently keep the consent notice with the record file. If consent is not obtained the District will not release the records unless it is required too. The consent must include:
 - Parent/guardian or eligible student signature and date
 - A description of the records to be disclosed
 - The reason for release of information
 - The parties receiving the information
 - If requested by the parents/guardians or eligible student a copy of the records to be released.
4. Release of directory information is handled pursuant to separate District policies governing the release of such information.
5. Pursuant to Government Code § 7285.2 and because personnel records are generally considered private and confidential and not subject to release under the California Public Records Act (“CPRA”) no District employee contractor, or volunteer shall release personnel records, personal information, or any other confidential information about an employee to an officer or employee of an agency conducting immigration enforcement without a valid judicial warrant, subpoena, or court order, or unless required by law.
- The same procedures outlined above shall apply to such requests.

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Enrollment Information

1. The District maintains Policy 2-202 regarding gathering and handling sensitive student information. Appropriate personnel will receive training regarding such policies, as discussed below.
2. All students will be treated equitably in the receipt of all school services including gathering student and family information for such services.
3. No District employee, contractor, or volunteer shall inquire about or collect information regarding the citizenship or immigration status of a student or the student's family members, except as required by state or federal law or to administer a state or federally supported educational program. District staff will not require information or documents, to the exclusion of other permissible information or documents regarding the citizenship or immigration status of a student.
 - The District prohibits the use of information that could indicate immigration status to discriminate against any students or families or as a bar to enrollment or attending school. The District prohibits discriminating against students and families, or barring students from enrolling or attending school where the parent or guardian declines to provide information that could indicate immigration status.
4. District staff shall not request information about, or documents pertaining to, immigration status including, but not limited to, a driver's license, a social security number or card, a passport, a visa, a birth certificate, a permanent resident card, or other immigration-related documentation unless required by state or federal law.
5. To the extent the District is required to collect the last four digits of an adult household member's social security number, the District will explain the limited purpose for which the information is collected and clarify that failure to provide the information will not bar the student from enrolling or attending the school. To the extent state or federal law requires submission of national origin information as part of the requirements of a special program, District staff will keep that information separate from the school enrollment process.
6. Where permitted by law, alternative means for establishing residency, age, or other eligibility criteria for enrollment, such as documentation that is available to all persons regardless of immigration or citizen statute or national origin and do not reveal information related to citizenship or immigration status will be used. The method of age verification shall be noted.
 - Where alternative documents or information are permitted the District procedures and forms will so indicate and include all authorized alternatives.

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Prohibition on Immigration and Registries

1. The District shall not use its resources or data, including the collection, compilation, dissemination, or use of personally identifiable student information, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.
2. The District shall not contract with organizations or entities for the purpose of compiling such lists, registries, or databases.
3. The District shall not make District resources available for the purpose of creating a registry based on race, gender, sexual orientation, religion, ethnicity, or national origin.

Annual Notification to Parents/Guardians

The District will provide annual notice parents/guardians of the District's general information policies that include the following:

- Assurances that the District will not release information to third parties for immigration enforcement purposes, except as required by law or court order.
- A description of the types of student records maintained by the District.
- A list of the circumstances or conditions under which the District might release student information to third parties.
- A statement that unless the District is providing directory information or information that is disclosable without parental consent under FERPA or the Education code, the District will notify parents/guardians or eligible student and receive their written consent before releasing student information.
- Even if the District is permitted to release the education records without parental consent, the District is required to notify the student and their family unless an exception exists. The District will explain the exceptions that do not require prior notification.
- The District's directory information policy.

Access to District Property

1. The District shall not grant access to any nonpublic area of a school site to immigration enforcement officers without a valid judicial warrant, subpoena, or court order.
2. Outsiders, including immigration enforcement officers must register with the site principal or designee in order to enter or remain on school grounds.
3. To the extent practicable, provided there are no exigent circumstances requiring immediate action and if the immigration officer does not have a valid warrant or court order that

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provides the basis for the visit, the officer must provide the following information to the site principal or designee:

- Name, address, occupation;
 - Age if less than 21;
 - Purpose in entering school grounds;
 - Proof of identity; and
 - Any other information as required by law.
4. The District shall adopt measures for responding to outsiders that avoid classroom interruptions, and preserves the peaceful conduct of the school's activities, consistent with local circumstances and practices.
 5. The District shall post signs at the entrance of each school site notifying outsiders of the hours and requirements for registration.
 6. Staff shall report entry by immigration enforcement to any on-site police, security officers, or other appropriate administrators as would be required for any unexpected or unscheduled outside visitor coming onto campus.
 7. In response to an immigration officer's presence on campus for immigration purposes, staff shall:
 - Notify the Superintendent or designee;
 - Advise the officer that absent exigent circumstances the school must first receive notification and direction from the Superintendent or designee;
 - If the officer declares exigent circumstances exist and demands immediate access, comply with the orders and immediately contact the Superintendent or designee.
 - Ask to see and make a copy of the officer's credentials showing the officer's name and badge number and ask for the phone number of the officer's supervisor;
 - Ask for and document their reasons for being on school grounds;
 - Ask the officer for any documentation that authorizes school access and make and maintain a copy of all documents provided by the officer;
 - If there is an U.S. Immigration and Customs Enforcement ("ICE") administrative warrant staff shall inform the officer that they cannot consent to any request without first consulting the District legal counsel or designee.
 - If there is a federal judicial warrant, prompt compliance is usually legally required. If feasible consult with the District's legal counsel or designee before providing access.
 - If there is a subpoena for production of documents or evidence, immediate compliance is generally not required. Legal counsel or designee shall be informed, and staff shall await further instruction.

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- Shall not physically impede the officer even if they are exceeding their authorization. If the officer enters without consent, staff shall document the officers actions while on campus and to the extent feasible accompany them at all times.
- Promptly take written notes of all interactions with the officer including:
 - List or copy of the officer's credentials and contact information;
 - Identify of all school personnel who communicated with the officer;
 - Details of the officer's request;
 - Whether the officer presented a warrant or subpoena and if so, what was requested and whether it was signed by a judge;
 - Staff's response to the officer's request;
 - Any further action taken by the officer; and
 - Photo or copy of any documents presented by the officer.

These notes shall be provided to District's legal counsel or designee.

8. The Superintendent or designee shall report to the Governing Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for access to a school site, for access to a student, or for information about a student, a student's family, or a District employee. The report will include the officer's requests and action and the District's response. Such reports shall be made in a manner that protects the privacy of individuals involved.
9. An email regarding any attempt by an officer to access a school site or student for immigration enforcement purposes will be sent to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov.

Notification Procedures

1. The District must receive consent from the student's parent or guarding before a student can be interviewed or searched by an officer seeking to enforce civil immigration laws at the school unless, the officer presents a valid, effective warrant signed by a judge or a valid, effective court order.
2. The Superintendent of designee shall immediately notify the student's parents/guardians if an officer requests or gains access to a student for immigration enforcement purposes, unless such access was in compliance with a valid warrant or subpoena that restricts the disclosure of the information to the parent/guardian.

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3. The Superintendent or designee shall provide parents/guardians with information regarding their rights related to immigration enforcement, including:
 - The right of students to a free public education regardless of immigration status or religious beliefs
 - The Immigration – Enforcement Actions at California Schools Guide for Students and Families, also known as “Know Your Educational Rights” developed by the Attorney General
 - This will also be posted in the administrative buildings of the District and on the District’s website and each school site’s website in every language provided by the Attorney General. This will be updated the school year following any published updates by the Attorney General.
 - The Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California’s K-12 Schools in Responding to Immigration Issues issued by the Attorney General.
 - Information on how to access legal resources and know-your-rights information
 - The types of immigration enforcement actions that may occur at or near schools
 - The steps parents/guardians can take to prepare, including designating an emergency contact and updating school records with current emergency information
 - Notification that parents/guardians may update their child's emergency contact information at any time.
 - Information provided within the emergency cards will only be used in response to specified emergency situations, and not for any other purpose.

Student and Employee Protections

1. Students shall not be denied equal rights and opportunities, or be subjected to unlawful discrimination, harassment, intimidation, or bullying in the District's programs and activities on the basis of the student's or family's actual or perceived immigration status, citizenship status, national origin, or other protected characteristic. Policies and Procedures regarding these rights and the complaint process are provided in Board Policy and Administrative Regulation 1-102.
 - Students who are victims of hate crimes have a right to report such crimes.
 - These policies will be translated into the student’s primary language if at least 15% of the student enrolled in the school speak a single primary language other than English.
2. Employees shall not be denied equal rights and opportunities, or be subjected to unlawful discrimination, harassment, intimidation, or bullying on the basis of actual or perceived immigration status, citizenship status, national origin, or any other protected characteristic. Policies and Procedures regarding these rights and the complaint process are provided in Board Policy and Administrative Regulation 1-101.

Adopted on:

Page 7 of 8

Revised on:

The policies are developed in collaboration with the Small School Districts’ Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

When a Parent/Guardian Has Been Detained or Deported

1. The District encourages families and students to have and know their emergency phone numbers, know where to find important documentation including birth certificates, passports, social security cards, doctors' contact information, medication lists, lists of allergies, etc., to allow them to be prepared in the event a family member is detained or deported.
2. The District permits students and families to update students' emergency contact information needed throughout the school year, and provide alternative contacts if no parent/guardian is available.
 - Families may include the information of an identified trusted adult guardian as a secondary emergency contact in case of a student's parent/guardian being detained.
3. In the event a student's parent/guardian has been detained or deported the Superintendent or designee shall use the student's emergency contact card information and release the student to an individual designated as an emergency contact. Alternatively, the Superintendent or designee shall release the student into the custody of a person who presents a Caregiver's Authorization Affidavit pursuant to Family Code § 6552, for the student.
4. The District will only contact child protective services if the superintendent or designee are unsuccessful in arraigning for the timely care of the child through the above-mentioned means or other information/instructions conveyed by the parent/guardian.

Staff Training and Awareness

All staff shall receive annual training on this policy and on related procedures in the Comprehensive School Safety Plan, Student Records Policy, and Anti-Discrimination Policies.

Reporting to California Department of Education

The Superintendent or designee shall provide to the California Department of Education a copy of this policy, any associated administrative regulations, and any other board policies and administrative regulations required by Education Code section 234.7, upon request.

Policy Review

This policy shall be reviewed and updated as necessary to remain consistent with federal and state law, including any updates to the California Attorney General's Model Policy.

Adopted on:

Revised on:

Page 8 of 8

Emergency Use of Naloxone (Narcan) and Epinephrine Auto-Injectors

Policy 6-103

Scope:

The District is authorized to obtain, maintain, and administer stock naloxone hydrochloride (Narcan) and epinephrine auto-injectors for use in emergency situations. The District shall maintain these emergency medications in the main office at each school site, in a secure but readily accessible location known to trained personnel.

The Superintendent or designee shall ensure that designated staff receive training consistent with state law and that emergency medications are stored, maintained, and administered in accordance with applicable legal requirements.

Definitions:

1. **Naloxone Hydrochloride (“naloxone”) / Narcan:**
An opioid antagonist used to reverse the effects of an opioid overdose.
2. **Epinephrine Auto-Injector:** A device used to treat anaphylaxis.
3. **Designated Personnel:** School employees who have volunteered and been trained to administer emergency medications under Education Code requirements.

Purpose

The District is committed to protecting the health and safety of students, staff, and visitors by ensuring an appropriate and timely response to medical emergencies involving suspected opioid overdose or anaphylaxis. Pursuant to Education Code sections 49414, 49414.3, and 49414.4, the District authorizes trained personnel to administer naloxone (Narcan) or epinephrine auto-injectors when an individual is experiencing a life-threatening emergency. This policy establishes procedures for acquisition, storage, training, use, and reporting.

Adopted on:

Revised on:

Page 1 of 5

Administrative Regulations

1. Naloxone (Narcan) Program

- **Authorization**
 - The District may obtain and maintain stock naloxone for school nurses or volunteer trained personnel to use in responding to a suspected opioid overdose.
- **Designated Personnel and Training**
 - The District must distribute notice once per school year to all staff that includes the following:
 - a. A description of the volunteer request which is for volunteers to be trained to administer naloxone or other opioid antagonist;
 - b. A description of the training the volunteer will receive; and
 - c. A statement that no benefit will be granted or withheld based on an employee's offer to volunteer. A statement that there will be no retaliation against any employee for rescinding their offer to volunteer.
 - Any employee who voluntarily agrees to be trained may administer naloxone in accordance with applicable training.
 - The Education Code does not require a minimum number of trained personnel.
 - Training must be provided by the school nurse or other qualified person designated by an authorizing physician and surgeon. The training must be based on the standards developed by the Superintendent of Public Instruction ("SPI").
 - Training shall include:
 - a. Recognition of symptoms of opioid overdoses.
 - b. Standards and procedures for storage and restocking.
 - c. Emergency administration of naloxone or other opioid antagonist.
 - d. Emergency follow-up procedures including calling 911 and contacting the pupil's parent/guardian.
 - e. Recommendation on the necessity of instruction and certification in cardiopulmonary resuscitation.
 - f. Written materials covering this information. Each school site must retain these written materials for reference.
 - Training must be completed before a volunteer may administer naloxone.
- **Storage**
 - Naloxone shall be stored in the main office at each school site in a secure, temperature-appropriate, and readily accessible location.

Adopted on:

Revised on:

Page 2 of 5

The policies are developed in collaboration with the Small School Districts' Association for general informational, educational and procedural purposes only and are not intended to constitute legal advice for any specific situation.

- **Emergency Response Procedures**
 - When an opioid overdose is suspected, staff shall immediately contact **911**.
 - Trained personnel may administer naloxone following approved training protocols.
 - a. Volunteers may only administer naloxone by nasal spray or auto-injector, whichever they are most comfortable with.
 - The individual shall be monitored until emergency medical services arrive.
 - The site administrator and the Superintendent or designee shall be notified.
 - For students, parents/guardians shall be notified as soon as practicable.
- **Disposal and Replacement**
 - Used or expired naloxone shall be disposed of in accordance with medical waste regulations.
 - Disposal shall be documented including date, method, and lot information.
 - Replacement medication shall be ordered promptly, but not later than two weeks after it is used.
 - Naloxone must be restocked prior to its expiration.
- **Student Use**
 - Pursuant to Education Code § 49414.6, the District will not prohibit students in middle schools, junior high schools, high schools, or adult schools from carrying a federally approved opioid antagonist for over the counter use for the emergency treatment of persons suffering or reasonably believed to be suffering from an opioid overdoses while on a school site or participating in school activities.
 - Pursuant to Education Code § 49414.35, the District will not prohibit a student 12 years or older from carrying or administering Naloxone or another opioid antagonist for purposes of providing emergency treatment to persons suffering or are reasonably believed to be suffering from an opioid overdoses while on a school site or participating in school activities.

2. **Emergency Epinephrine Auto-Injector Program**

- **Authorization**
 - The District shall obtain and maintain stock epinephrine auto-injectors for school nurses or other employees who have volunteered and have received the required training to use during anaphylactic emergencies.
- **Notice and Staffing**
 - The District must distribute notice once per school year to all staff that includes the following:
 - a. A description of the volunteer request which is for volunteers to be trained to administer epinephrine;
 - b. A description of the training the volunteer will receive; and

Adopted on:

Revised on:

Page 3 of 5

- c. The location of the epinephrine at each school site.
 - The District shall make reasonable efforts to ensure trained volunteers are available during school-sponsored events, extracurricular activities, and off-campus programs.
- **Training Requirements**
 - Training must be provided by the school nurse or other qualified person designated by an authorizing physician and surgeon. The training must be based on the standards developed by the Superintendent of Public Instruction (“SPI”).
 - Training shall include:
 - a. Recognition of anaphylaxis.
 - b. Standards and procedures for storage and restocking epinephrine.
 - c. Emergency administration of epinephrine.
 - d. Instruction on determining which epinephrine auto-injector to use.
 - e. Emergency contact procedures.
 - f. Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.
 - g. Written materials covering this information. Each school site must retain these written materials for reference and make them accessible such as through posting them at the location of the epinephrine auto-injectors.
 - h. Annual recertification is required.
- **Storage**
 - Epinephrine auto-injectors shall be stored in the main office at each school site in a secure, clearly labeled, and accessible location.
- **Emergency Response Procedures**
 - When anaphylaxis is suspected, staff shall immediately contact **911**.
 - A school nurse or trained volunteers may administer epinephrine consistent with their training.
 - The individual shall be monitored until emergency medical services arrive.
 - The site administrator and Superintendent or designee shall be notified.
 - Parents/guardians shall be notified for student incidents.
- **Disposal and Replacement**
 - Used or expired auto-injectors shall be disposed of as medical waste in accordance with local and state regulations.
 - Disposal shall be documented including date, device, and method.
 - Replacement devices shall be restocked promptly, but not later than two weeks after it is used.
 - Replacement devices shall be restocked before their expiration date.

Adopted on:
Revised on:

Page 4 of 5

- **Student Use**

- In order for a student to carry and self-administer a prescription epinephrine delivery system the District will comply with the requirements of Education Code § 49423 and all other applicable law.

3. Liability Protections

District employees, and to the extent applicable students, who administer naloxone or epinephrine auto-injectors in good faith and in accordance with training and this policy are afforded liability protection under Education Code §§ 49407, 49414, 49414.3, and 49414.35.

4. Program Oversight

The Superintendent or designee shall:

- Ensure compliance with applicable laws;
- Maintain training records;
- Monitor and replace medication inventories; and
 - A qualified supervisor of health must obtain a prescription for each school site for epinephrine auto-injectors from an authorizing physician and surgeon that include the appropriate doses for the ages and weights of the pupils at the school site.
 - A qualified supervisor of health must obtain a prescription for each school site for naloxone hydrochloride from an authorizing physician and surgeon.
- Oversee reporting and documentation requirements.

Adopted on:

Revised on:

Page 5 of 5

Disruption of the Classroom Environment

Policy 6-200

Minimizing Classroom Interruptions

The District recognizes that classroom interruptions can significantly impact instructional time, reducing opportunities for students to engage in rigorous academic learning. To preserve the integrity of instructional time and support student success, the District commits to the following:

Purpose

To prioritize the student instructional time and minimize the interruptions of the learning environment.

1. Master Scheduling

- The District shall develop and implement master schedules designed to minimize interruptions. These schedules will prioritize extended periods for focused instruction, allowing students to engage in rigorous, academically challenging tasks and demonstrate their proficiency.

2. Reducing External Disruptions

- The District will actively work to reduce unscheduled interruptions to classrooms, including but not limited to limiting:
 - Unscheduled visits by staff, students, or parents
 - Non-emergency announcements or telephone calls
 - External noises that can disrupt the learning environment, such as maintenance and construction
 - Non-critical student call-outs during instructional time
 - School staff from conducting personal business during instructional time
 - Unnecessary or poorly timed fire drills and similar events

3. Additional Measures

- To further support uninterrupted instructional time, the District may consider additional steps, such as adopting a policy regarding visitor access to classrooms during instructional periods and managing necessary interruptions in a structured manner.

Adopted on
: Revised on:

Page 1 of 1

Marcum Elementary School District

Education Code 42127(h) requires a public review of budget revisions within 45 days of an enacted state budget
Revisions as of August 10, 2026 and in accordance with the 2026/27 Enacted State Budget

	2026-27 Original Budget	2026-27 Revised Budget	Difference
LCFF Sources	2,553,149	2,584,752	31,603
Federal Revenue	38,553	38,553	-
Other State Revenue	363,542	535,297	171,755
Other Local Revenue	710,582	710,582	-
Total Revenues	3,665,826	3,869,184	203,358
 Certificated Salaries	 1,010,740	 1,010,740	 -
Classified Salaries	736,155	736,155	-
Employee Benefits	992,521	992,521	-
Books and Supplies	141,199	141,199	-
Services and Other Operating Expenditures	469,734	469,734	-
Capital Outlay	49,700	49,700	-
Other Outgo	228,953	228,953	-
Total Expenditures	3,629,002	3,629,002	-
 Interfund Transfers In	 -	 -	 -
Interfund Transfers Out	66,256	66,256	-
Other Sources	-	-	-
Other Uses	-	-	-
Total Other Sources/Uses	66,256	66,256	-
 Net Increase/Decrease	 (29,432)	 173,926	 203,358
 Beginning Fund Balance	 3,192,522	 3,192,522	 -
Ending Fund Balance	3,163,090	3,366,448	203,358

Marcum-Illinois Union Elementary Comprehensive School Safety Plan 2026-2027



Maggie Irby, Superintendent-Principal
2452 El Centro Blvd
(530) 656-2407
maggiei@sutter.k12.ca.us

A meeting for public input was held on May 14, 2026

Plan Revised May 2026

Plan approved by Marcum-Illinois Union School District Governing
Board August, **TBD**

This document is available for public inspection during regular business hours at the Marcum-Illinois Union Elementary School main office.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

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1. School Crime Assessment

Attendance Rates:

The average attendance rate for the 2024-2025 school year was 93.92%.

Behavior Incidents/Referrals:

The following table displays the number of behavior incidents that were recorded in the student information system over the past several years. * indicates a school year impacted by school closure and/or virtual instruction due to the Covid-19 pandemic.

Incident Reports	2021-2022*	2022-2023	2023-2024	2024-2025
Minor	77	119	127	111
Major	2	9	8	2

Suspension/Expulsion:

The following table displays the number of suspensions and expulsions over the past several years. A * indicates a school year impacted by school closure and/or virtual instruction due to the Covid-19 pandemic.

	2021-2022*	2022-2023	2023-2024	2024-2025
Suspensions	2	9	8	2
Expulsions	0	0	0	0

Property Damage

There have been no instances of property damage on the school site within the last 3 years.

California Healthy Kids Survey, Spring 2023

The tables below summarize the key indicators of school climate, substance use, routines, and student well-being. This Survey was administered to 5th & 7th grade students in the spring of the 2022-2023 school year.

Table A2.1

Key Indicators of School Climate

	Grade 5 %	Table
School Engagement and Supports		
School connectedness ^{†‡} <i>(In-School Only)</i>	68	A6.3
School connectedness ^{†‡} <i>(Remote Only)</i>		A6.3
Academic motivation [†]	79	A6.3
School boredom [†]	65	A6.9
Caring adults in school [†]	51	A6.3
High expectations-adults in school [†]	78	A6.3
Meaningful participation [†]	30	A6.3
Facilities upkeep ^{†‡}	75	A6.11
Parent involvement in schooling [†]	73	A10.2
Social and emotional learning supports [†]	54	A7.1
Anti-bullying climate [†]	61	A9.6
School Safety and Cyberbullying		
Feel safe at school ^{†‡}	56	A9.1
Feel safe on way to and from school ^{†‡}	75	A9.1
Been hit or pushed [‡]	56	A9.2
Mean rumors spread about you	47	A9.2
Called bad names or target of mean jokes	65	A9.2
Saw a weapon at school ^{†‡}	19	A9.5
Cyberbullying [†]	18	A9.3
School Disciplinary Environment		
Rule clarity [†]	76	A8.2
Students well behaved [†]	47	A8.4
Students treated fairly when break rules [†]	35	A8.1
Students treated with respect [†]	65	A8.1

Notes: Cells are empty if there are less than 10 respondents.

[†] Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."

[‡] The scale was based on five survey questions for in-school respondents.

[‡] The scale was based on four questions for remote respondents.

[‡] In-school only.

[‡] Past year.

[‡] Past 30 days.

Table A2.1

Key Indicators of School Climate

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness ^{†‡} <i>(In-School Only)</i>	85	—	—	—	A6.4
School connectedness ^{†‡} <i>(Remote Only)</i>		—	—	—	A6.4
Academic motivation [†]	69	—	—	—	A6.4
School is really boring [‡]	35	—	—	—	A6.11
School is worthless and a waste of time [‡]	0	—	—	—	A6.11
Monthly Absences (3 or more)	20	—	—	—	A6.2
Maintaining focus on schoolwork ^{†‡}	47	—	—	—	A6.10
Caring adult relationships [†]	83	—	—	—	A6.4
High expectations-adults in school [†]	90	—	—	—	A6.4
Meaningful participation [†]	34	—	—	—	A6.4
Facilities upkeep ^{†‡}	95	—	—	—	A6.15
Promotion of parental involvement in school [†]	65	—	—	—	A6.4
School Safety and Cyberbullying					
School perceived as very safe or safe [‡]	95	—	—	—	A8.1
Experienced any harassment or bullying [‡]	25	—	—	—	A8.2
Had mean rumors or lies spread about you [‡]	37	—	—	—	A8.3
Been afraid of being beaten up ^{†‡}	20	—	—	—	A8.3
Been in a physical fight ^{†‡}	0	—	—	—	A8.4
Seen a weapon on campus ^{†‡}	15	—	—	—	A8.6
Cyberbullying [†]	25	—	—	—	A8.3

Notes: Cells are empty if there are less than 10 respondents.

[†] Average percent of respondents reporting "Agree" or "Strongly agree."

[‡] The scale was based on five survey questions for in-school respondents.

[‡] The scale was based on four questions for remote respondents.

[‡] Rating of 7 or higher.

[‡] Survey question was reverse-coded.

[‡] In-School only.

[‡] Average percent of respondents reporting "Pretty much true" or "Very much true."

[‡] Past 12 months.

Table A2.2

Key Indicators of Substance Use, Routines, Remote Learning, and Student Well-Being

	Grade 5 %	Table
Substance Use		
Alcohol or drug use [‡]	41	A11.1
Marijuana use [‡]	0	A11.1
Cigarette use [‡]	0	A12.1
Vaping [‡]	6	A12.1
Routines		
Eating of breakfast [†]	76	A4.1
Late bedtime (at 10 pm or later)	29	A4.2
Learning from Home		
Weekdays worked on schoolwork (5 days) ^{†‡}		A5.1
Synchronous instruction (4 days or more) ^{†‡}		A5.1
Meaningful opportunities ^{†‡}		A5.2
Mental Health		
Frequent sadness [†]	29	A13.1
Wellness [†]	76	A13.2

Notes: Cells are empty if there are less than 10 respondents.

[‡] Lifetime.

[†] This morning.

[†] Past 7 days.

[†] Past 30 days.

[‡] Remote only.

[†] Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."

Table A2.2

Key Indicators of Substance Use, Remote Learning, and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
Substance Use					
Current alcohol or drug use [†]	0	—	—	—	A9.5
Current marijuana use [†]	0	—	—	—	A9.5
Current binge drinking [†]	0	—	—	—	A9.5
Very drunk or "high" 7 or more times, ever	0	—	—	—	A9.7
Been drunk or "high" on drugs at school, ever	0	—	—	—	A9.9
Current cigarette smoking [†]	0	—	—	—	A10.4
Current vaping [†]	5	—	—	—	A10.4
Current tobacco vaping [†]	0	—	—	—	A10.5
Current marijuana vaping [†]	0	—	—	—	A10.5
Routines					
Eating of breakfast [†]	60	—	—	—	A4.1
Bedtime (at 12 am or later)	0	—	—	—	A4.2
Learning from Home					
Average days worked on schoolwork (≥ 5) ^{†‡}		—	—	—	A5.1
Synchronous instruction (4 days or more) ^{†‡}		—	—	—	A5.1
Interest in schoolwork done from home ^{†‡}		—	—	—	A5.3
Meaningful opportunities ^{†‡}		—	—	—	A5.2
Social and Emotional Health					
Social emotional distress [†]	14	—	—	—	A7.5
Experienced chronic sadness/hopelessness [†]	10	—	—	—	A7.1
Considered suicide [†]	0	—	—	—	A7.2
Optimism [†]	65	—	—	—	A7.3
Life satisfaction [†]	78	—	—	—	A7.4

Notes: Cells are empty if there are less than 10 respondents.

[†] Past 30 days.

[†] Today.

[†] Remote only.

[†] Past 7 days.

[†] Average percent of respondents reporting "Agree" or "Strongly agree."

[†] Average percent of respondents reporting "Pretty much true" or "Very much true."

[†] Past 12 months.

[†] Average percent of respondents reporting "Satisfied" or "Very satisfied."

2. Safety Strategies & Programs

A. Supervision and Protection of Pupils: Boundary Violation Prevention

The Governing Board is committed to maintaining a safe and secure learning environment that is free from child abuse, neglect, sexual misconduct, grooming behaviors, and boundary violations. The district shall implement preventative practices, supervision standards, and reporting procedures consistent with state law, including Senate Bill 848, to protect pupils and promote appropriate professional conduct.

Professional Boundaries:

District employees, volunteers, and contractors shall maintain appropriate professional boundaries with pupils at all times, in accordance with Board policy and administrative regulation. Conduct that is prohibited includes, but is not limited to:

- Engaging in behaviors that could reasonably be interpreted as grooming, favoritism, or inappropriate familiarity
- Meeting alone with a pupil in a location that is not observable or interruptible
- Communicating privately with pupils through personal social media accounts, personal email, text messaging, or other electronic means outside District-approved platforms, unless a parent/guardian is included or the communication is otherwise authorized
- Providing unauthorized gifts, favors, or personal transportation to pupils

Supervision and Environmental Safety:

To promote pupil safety and reduce the risk of misconduct:

- Pupils shall be appropriately supervised in classrooms and non-classroom settings, including hallways, playgrounds, restrooms (as appropriate), locker rooms, and during school-sponsored activities
- Staff shall position themselves to maximize visibility and minimize isolated interactions with pupils
- Use of classrooms and facilities shall comply with District supervision and access protocols designed to support safe, easily supervised environments

Electronic Communication and Digital Conduct:

All electronic communications between District employees, volunteers, contractors, and pupils shall be professional, transparent, and related to District business. The district shall:

- Require use of District-approved communication platforms when communicating with pupils
- Establish age and grade-appropriate limitations on electronic communications
- Prohibit private electronic communications that circumvent parental awareness or District oversight, except as authorized

Training:

The district shall provide annual training to employees, volunteers, and contractors, as applicable, on:

- Identification and prevention of child abuse, neglect, sexual misconduct, and grooming behaviors
- Mandated reporter obligations and reporting timelines
- Professional boundaries and appropriate conduct with pupils
- Documentation of training completion shall be maintained in accordance with District procedures.

Reporting and Response:

Employees, volunteers, and contractors who are mandated reporters shall comply with all legal requirements to report known or reasonably suspected child abuse or neglect. The district shall:

- Maintain procedures for internal reporting consistent with Board policy
- Cooperate fully with law enforcement and child protective services
- Prohibit retaliation against any individual who makes a report in good faith

Coordination with Safety and Risk Management Partners:

The district shall collaborate with local law enforcement agencies, first responders, and its joint powers authority, Schools Insurance Group, to identify and implement best practices for preventing abuse, injury, and misconduct.

B. Child Abuse Reporting Procedures

Duty to Report

In conformance with the requirements of the Penal Code, any district employee who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been a victim of child abuse shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

Definitions

1. "Child Abuse" includes the following:
 - a. A physical injury inflicted by other than accidental means on a child by another person.
 - b. Sexual abuse of a child.
 - c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
 - d. Unlawful corporal punishment or injury resulting in a traumatic condition.
 - e. Neglect of a child or abuse in out-of-home care.
2. "Mandated Reporters" include virtually all school employees. The following school personnel are required to report: teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse reporting.
3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation. Employees

reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone.

Contact Information

1. Sutter County Department of Children and Family Services: (530) 822-7227

(24 hours per day-7 days per week).

2. Sutter County Sheriff's Department, Non-Emergency (530) 822-7307

Within 36 hours, a written report must be sent, faxed, or submitted electronically. The written report should be completed on a state form called 8572.

CHILD ABUSE TRAINING REQUIREMENT

- All district employees must annually complete the Keenan Mandated Reporter Training Course by the beginning of each school year. Employees hired after the October 15th date are required to complete the training course within six weeks of employment.
- This course is fully compliant with California Assembly Bill 1432 and is available online through Keenan Safe Schools, the firm's online training and tracking system designed specifically for education agency employees.
- The Keenan Safe Schools learning management system will generate the required reports for proof of completion. Employees should retain a copy of the training certificate and provide a copy to their principal/site-administrator.
- The online training course is available at <http://www.keenan.com/abusepreventioncenter>

9

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	☐ LAW ENFORCEMENT ☐ COUNTY PROBATION		AGENCY			
	☐ COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX
	ADDRESS				Street	City
	Zip				TELEPHONE ()	
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS
	GRADE					
	PHYSICALLY DISABLED? ☐ YES ☐ NO		DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO		OTHER DISABILITY (SPECIFY)	
	PRIMARY LANGUAGE SPOKEN IN HOME					
D. INVOLVED PARTIES	IN FOSTER CARE? ☐ YES ☐ NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND		TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT	
	☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME				☐ OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT		PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK	
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- **V. DISTRIBUTION**
 - **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

C. Disaster Response Procedures

In order to ensure the safety of all staff, students, and parents at Marcum-Illinois School, this Disaster Plan contains instructions and procedures for dealing with various emergencies. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency. Disaster Plan tests will be recorded and kept in a file by the Superintendent or designee.

EMERGENCY CONTACTS / PHONE LIST

COMMUNICATION PLANS / CRISIS TOOLBOX CHECKLIST

EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

EMERGENCY ACTIONS

- All Clear
- Emergency Damage Assessment
- Lockdown.....
- Secure Campus
- Shelter in Place
- Duck, Cover and Hold On
- Evacuation
- Off-site Evacuation
- Structured Reunification

EMERGENCY RESPONSES (Alphabetical Index)

- Aircraft Crash
- Air Pollution Alert
- Animal Disturbance
- Bomb Threat
- Chemical Accident/Hazardous Materials
- Drive By Shooting
- Earthquake
- Explosion
- Fire
- Flood
- Gas/Fumes
- Hostage Situation
- Intruder (Active Shooter – See Section J).....
- Tornado/Severe Weather.....
- Utility Failure

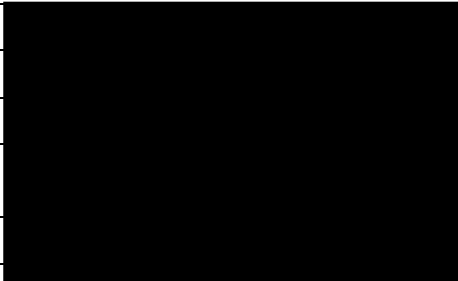
OATH / USE OF FACILITIES

EVACULATION MAPS

LOCAL EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
Sutter County Sheriff		(530) 822-7307
FIRE		Phone
East Nicolaus Fire Department		(530) 656-2261
Pleasant Grove Fire Department		(916) 655-3937
HOSPITALS	Address	Phone
Adventist Health and Rideout	726 4 th Street, Marysville, CA 95901	(530) 749-4300
OTHER SERVICES		
Animal Control		(530) 822-7375
Poison Control		800-222-1222
Sutter County Environmental Health		(530) 822-7400
Sutter County Public Health and Human Services		(530) 822-7327
Sutter County Superintendent of Schools		(530) 822-2900
Sutter County Office of Emergency Services		(530) 749-7520
Thorntons Gas		(530) 656-2485
Fletchers Plumbing		(530) 673-2489
Superior Well		(530) 534-1949
Keenan Crisis Risk/Disaster Response Hotline		(860) 677-3790

EMERGENCY RESPONSE TEAM MEMBERS

Name	Phone #	Role
Maggie Irby	925-595-8358	Superintendent/Press Liaison
Courtney Brazil		Designee
Shasta Ford		Admin Assistant
Stacey Schwall		Fiscal Admin
Lori Brown		Operations/ Transportation
Jorge Arias		Safety

STAFF PHONE LIST: (530) 656-2407 (landline) / (530) 933-0746 (cell)		Ext.
Superintendent/Principal	Mrs. Maggie Irby	Ext. 14
Assistant Principal/Director of Student Services	Mrs. Courtney Brazil	Ext. 34
Administrative Assistant/Program Specialist	Ms. Shasta Ford	Ext. 10
Attendance/Enrollment/Fiscal Admin Assistant II	Ms. Stacey Schwall	Ext. 11
Director of Operations/Transportation	Ms. Lori Brown	Ext. 28
ELOP Director (DEN)	Ms. Tiffany DeAlba	Ext. 23
Food Services Director	Ms. Carol Long	Ext. 20
Preschool Teacher	Mrs. Christina McIntosh	Ext. 16
Preschool Teacher	Ms. Lindsey DeWitt	Ext. 16
Transitional Kindergarten Teacher	Mrs. Kristen Strong	Ext. 17
Kindergarten Teacher	Mrs. Michelle Cote	Ext. 26
1st Grade Teacher	Ms. Olga Michel	Ext. 25
2nd Grade Teacher	Mrs. Anne Hill	Ext. 24
3rd Grade Teacher	Ms. Kimi Henry	Ext. 21
4th Grade Teacher	Mr. Cha Xiong	Ext. 22
5th Grade Teacher	Mrs. Samantha Rouse	Ext. 30
6th Grade Teacher, 6th-8th Science	Mrs. Jill Bramhill	Ext. 31
7th Grade Teacher, 6th-8th History	Mrs. Gina Stephens	Ext. 32
8th Grade Teacher, 6th-8th Math	Mrs. Staci Lucas	Ext. 33
Grounds/Maintenance/ Custodial	Mr. Jorge Arias	Ext. 28
Transportation/Aide/Custodial	Mrs. Karem Garcia	Ext. 21
Aide/Den Staff	Ms. Michelle Gonzales	Ext. 17
Aide/Administrative Assistant	Ms. Shannon Butler	Ext. 18
Aide/Den Staff/Library	Mrs. Lisa Vasquez	Ext. 26
Aide/Den Staff	Ms. Hannah Ellery	Ext. 25
Aide/Den Staff	Mrs. Kate Johnson	Ext. 24
Aide/Den Staff	Ms. Marlene Chavez	Ext. 22
Aide/Den Staff	Ms. Clarissa Garcia	Ext. 30
Den Staff	Ms. Nancy Velazquez	Ext. 23
Resource Specialist	Mrs. Megan Ginilo	Ext. 19
Transportation/ Special Education Aide/Food Services	Mrs. Melissa Davis	Ext. 19
School Psychologist/Speech Pathologist	Mrs. Jasdeep Bains/ Mrs. Suzanne Myers	Ext. 27

SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	• When placing a 911 call: give your name, school name, and school address (2452 El Centro Blvd. East Nicolaus, CA 95659) • Give specific location of danger (shooter, intruder, fire, hazardous material or other emergency) • Indicate location of incident command post
Mass Notification to Parents	<u>During an emergency:</u> Parents will be contacted via the school's all-call system when deemed safe to do so.
	<u>After an emergency:</u> Parents will be contacted via the school's all-call system when deemed safe to do so.

CRISIS TOOLBOX CHECKLIST

Determine specific needs and ensure that all of the contents are in the appropriate box/pack and are current.

- Map/Diagram of campus with evacuation sites marked
- Student/Staff emergency cards/roster
- Appropriate facility keys
- Latex gloves in Ziplock bag
- Flashlight with batteries bagged separately
- Whistle
- Large marker
- Notebook/Legal Pad
- Scissors and/or utility tool
- Post it notes
- Assorted band-aids
- Lifesavers or other hard candy
- Other items as needed

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, or at any point in the school year the need arises, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(Identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

GENERAL EMERGENCY ACTIONS

Type	Definition
STATUS	ALL CLEAR is the signal that communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. Depending on the location of the threat, utilize RUN, HIDE, FIGHT (pg.48). • Ensure all doors are locked • Close and lock windows, and close blinds or cover windows • Turn off lights • Silence all electronic devices • Remain silent • Use strategies to silently communicate with first responders, if possible • Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room) • Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation, and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, bombs, and hazardous material spills.

	DUCK, COVER AND HOLD ON is the action taken during an earthquake, explosion, or severe weather to protect students and staff from flying and falling debris. All students and staff should: ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows, taking cover under sturdy furniture if able ✓ Hands covering the back of their head/neck Immediate EVACUATION will be signaled by sounding the alarm and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to re-occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. Individuals should stand facing away from school buildings/emergency location.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: • Maintaining accurate information on the location of each child. • Preventing unauthorized individuals from having access to or removing children. • Verifying the identity of individuals coming to take custody of children. • Verifying each individual has the legal right to take custody the child for which they have asked. • Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

EMERGENCY RESPONSE
AIRCRAFT CRASH

It is important that staff and students understand the procedures if an aircraft falls within the perimeter of the Marcum- Illinois Union School grounds. The warning, if any, may come in the form of a sound of a crash, an explosion, or through observation. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school.

STAFF ACTIONS:

- θ Notify Principal/Designee
- θ Move students away from the immediate vicinity of the crash.
- θ Crash Inside Building: Staff will initiate **DUCK, COVER, HOLD ON** action. Principal/Designee will determine if students are to remain inside or **EVACUATE**.
- θ Crash Outside: Move students away from immediate vicinity of the crash. Principal will determine if students are to return to classrooms or assemble outside, facing away from the scene.
- θ Take roll, and report to the principal/designee
- θ Remain in decided upon location with students unless subsequent explosions or fire endanger the area.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Initiate **SHELTER IN PLACE**, if warranted.
- θ Initiate **DUCK, COVER, HOLD ON** for students and staff outside or direct them to designated area until further instructions are received.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Contact the Sutter County Office of Emergency Services.
- θ Account for all building occupants and determine extent of injuries.
- θ Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

EMERGENCY RESPONSE**AIR POLLUTION ALERT**

Severe air pollution may affect students and staff who are susceptible to respiratory problems. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Activities will be restricted when air quality reached stage two (Unhealthy for Sensitive Groups) on the Air Quality Index, or when the media announces a Spare the Air Day (126 AQI threshold).

STAFF ACTIONS:

- θ Remain indoors with students whenever possible.
- θ Minimize strenuous physical activity.
- θ Keep windows and doors closed.
- θ Resume normal activities after the **ALL CLEAR** signal is given.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems.
- θ Communicate alternate programs or locations available to sensitive persons during an air pollution episode with teachers and support staff.
- θ When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize strenuous physical activity.
- θ Cancel all outdoor athletic competitions and practices and any other activities that require strenuous physical activity.

EMERGENCY RESPONSE
ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

STAFF/TEACHER ACTIONS:

- θ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- θ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- θ Notify the principal and report any injuries.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Isolate the students from the animal. Close doors or use available barricades to isolate the animal if possible.
- θ If the animal is outside, keep students inside and institute **SECURE CAMPUS**.
- θ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- θ Contact Sutter County Animal Control at (530) 822-7375 for assistance in removing the animal.
- θ If the animal injures anyone, seek medical assistance from the office.
- θ Notify parent/guardian and recommended health advisor.

EMERGENCY RESPONSE**BOMB THREAT**

If the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the **next page** to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Ø Listen. Do not interrupt caller.
- Ø Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Ø If possible, alert someone else to notify the telephone company to trace the call while the caller is on the line.
- Ø Notify site administrator immediately after completing the call. Office to call 911.
- Ø Complete the Bomb Threat Checklist on following page.

PERSON RECEIVING THREAT BY MAIL:

- Ø Note the manner in which the threat was delivered, where it was found and who found it.
- Ø Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Ø Caution students against picking up or touching any strange objects or packages.
- Ø Notify principal or site administrator.

STAFF ACTIONS:

- Ø If ordered **EVACUATE** students as quickly as possible, using primary or alternate routes.
- Ø Leave the room unlocked and turn off the lights as you leave.
- Ø While evacuating, visually scan for anything suspicious or out of place. Immediately report findings to principal/designee.
- Ø Do not return to the building until emergency response officials determine it is safe.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Call 911.
- Ø If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Ø Instruct staff and students and staff to turn off any cell phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Ø Determine whether to **EVACUATE** the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Ø Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- Ø If it is necessary to **EVACUATE** the entire school, use the fire alarm.
- Ø Direct a search team to look for suspicious packages, boxes or foreign objects.
- Ø Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Ø Avoid publicizing the threat any more than necessary.

EMERGENCY RESPONSE**BOMB THREAT CHECKLIST****BOMB THREAT
CALL PROCEDURES**

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
----------------	--------------------	------------------

- | | | |
|--|--|---------------------------------------|
| ☐ Accent | ☐ Animal Noises | ☐ Incoherent |
| ☐ Angry | ☐ House Noises | ☐ Message read |
| ☐ Calm | ☐ Kitchen Noises | ☐ Taped |
| ☐ Clearing throat | ☐ Street Noises | ☐ Irrational |
| ☐ Coughing | ☐ Booth | ☐ Profane |
| ☐ Cracking voice | ☐ PA system | ☐ Well-spoken |
| ☐ Crying | ☐ Conversation | |
| ☐ Deep | ☐ Music | |
| ☐ Deep breathing | ☐ Motor | |
| ☐ Disguised | ☐ Clear | |
| ☐ Distinct | ☐ Static | |
| ☐ Excited | ☐ Office machinery | |
| ☐ Female | ☐ Factory machinery | |
| ☐ Laughter | ☐ Local | |
| ☐ Lisp | ☐ Long distance | |
| ☐ Loud | | |
| ☐ Male | | |
| ☐ Nasal | | |
| ☐ Normal | | |
| ☐ Ragged | | |
| ☐ Rapid | | |
| ☐ Raspy | | |
| ☐ Slow | | |
| ☐ Slurred | | |
| ☐ Soft | | |
| ☐ Stutter | | |



**Homeland
Security**

EMERGENCY RESPONSE
CHEMICAL ACCIDENT

Warning of a chemical accident is usually received from the fire or police departments when such an accident occurs sufficiently near the school to be a threat to the safety of the students. The school is alert to exposure to safety hazards, such as toxins from nearby spraying of farm crops. The Agricultural Commissioner's Office will be notified when sprayers get too close to the school during times that students are present.

PERSON DISCOVERING SPILL:

- θ Alert others in immediate area to leave the area.
- θ Close doors and restrict access to affected area.
- θ Notify principal/designee.

STAFF ACTIONS:

- θ If chemical accident is off-site, **SHELTER-IN-PLACE**. Close all doors and windows, shut off ventilation, and monitor the radio/phones. If necessary, use tape, rags, clothing, or any other available material of seal air leaks.
- θ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- θ If chemical accident is on-site, **EVACUATION** is implemented. Direct all students to report to nearest designated building or assembly area.
- θ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.
- θ Prepare for potential **OFF-SITE EVACUATION**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- θ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- θ Determine whether to implement **SHELTER IN PLACE, EVACUATION** (upwind from the accident), and/or student release.
- θ Post a notice on the school office door stating location of alternate school site.

EMERGENCY RESPONSE**DRIVE BY SHOOTING**

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of students and staff.

STAFF ACTIONS:

- θ If it is suspected that gunshots may be fired from a passing vehicle, have students and other staff members lie flat on the ground and keep as low as possible.
- θ If safe, look at the vehicle and attempt to identify
 - License plate number
 - Type of vehicle
 - Occupants
 - Weapons
- θ Notify main office.
- θ Direct media to the Superintendent.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Activate **SECURE CAMPUS**. Students should move quickly and safely to classrooms.
- θ Assess injuries. If possible, move injured to a safe location. Do not move severely injured unless imminent danger exists.
- θ Once immediate safety concerns have been addressed, contact Keenan CrisisRisk at 860-677-3790.

EMERGENCY RESPONSE
EARTHQUAKE

Earthquakes strike without warning. The effect of an earthquake from one building to another will vary: Freestanding bookshelves may topple, wall-mounted objects may loosen and fall, ceiling components may fall, door frames may be bent by moving walls and may jam doors shut, moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room, the accompanying noise may cause considerable stress. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

STAFF ACTIONS:

- θ If inside a building, give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under tables, desks, or other sturdy furniture with back to windows.
- θ If outside, move students away from buildings, trees, overhead wires, and poles. Get under a stable structure (such as the playground). Otherwise, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain this position until shaking stops.
- θ After shaking stops, check for injuries and render First Aid.
- θ After shaking stops, **EVACUATE** to designated location. Do not return to the building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Bring attendance roster and emergency backpack. Face students away from buildings.
- θ Check attendance at the assembly area. Report any missing students to principal/site administrator.
- θ Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- θ Stay alert for aftershocks.
- θ Do NOT re-enter building until it is determined to be safe, and **ALL CLEAR** is given.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Once shaking stops, initiate **EVACUATION**. Direct Secretary to call 911.
- θ Determine if situation warrants forming a search and rescue team to find missing students.
- θ Direct custodians to evaluate overall campus condition and take any precautionary actions with gas, electricity, etc. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- θ Do NOT give **ALL CLEAR** to re-enter building until it is determined to be safe by appropriate facilities inspector.
- θ Determine whether to close school. If school must be closed, notify staff members, students, and parents.

During non-school hours

- θ Inspect school buildings with Maintenance team to assess damage and determine corrective actions.
- θ Determine the advisability of closing the school.
- θ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- θ If school must be closed, notify staff members, students and parents.

EMERGENCY RESPONSE

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

STAFF ACTIONS:

- θ Initiate **DROP, COVER AND HOLD ON**.
- θ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance and faced away from the building(s).
- θ Render first aid as necessary.
- θ Do not return to the building until the emergency response personnel determine it is safe to do so.
- θ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

PRINCIPAL/SITE ADMINISTRATOR:

- θ Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
- θ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- θ Secure area to prevent unauthorized access until the Fire Department arrives.
- θ Notify emergency response personnel of any missing students.
- θ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- θ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- θ Determine if Student Release should be implemented. If so, notify staff, students, and parents.

EMERGENCY RESPONSE
FIRE

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department.

STAFF ACTIONS:

- Ø If directed, or alarm sounds, **EVACUATE** students from the building using primary or alternate fire routes. Take emergency folder. Maintain control of the students a safe distance and facing away from the fire.
- Ø Take attendance. Report missing students to the principal/designee and emergency response personnel.
- Ø Maintain supervision of students until the Fire Department determines it is safe to return to the school building and **ALL CLEAR** is given.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Sound the fire alarm to implement **EVACUATION** of the building.
- Ø Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Ø Notify the Fire Department (call 911).
- Ø Direct search and rescue team to be sure all students and personnel have left the building.
- Ø Ensure that access roads are kept open for emergency vehicles.
- Ø Notify appropriate utility company of suspected breaks in utility lines or pipes.
- Ø If needed, initiate **OFF-SITE EVACUATION** with transportation team.
- Ø Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

Fire Off-Site/Near the School

- Ø Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Ø Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

EMERGENCY RESPONSE
FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks, or prolonged rainfall causes urban streams to rise. Flooding may also occur because of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

The extent of the flood and estimated time before it may arrive will dictate the course of action to be taken. The Superintendent will sound the appropriate warning signal.

STAFF ACTIONS:

- θ If warranted, **EVACUATE** students using evacuation plan. If **OFF-SITE EVACUATION** is ordered, take attendance before leaving the campus.
- θ Remain with students throughout the evacuation process.
- θ Upon arrival at the safe site, take attendance. Report any missing students to principal/designee and emergency response personnel.
- θ Do not return to school building until it has been inspected and determined safe by property authorities, and **ALL CLEAR** has been issued.

BUS DRIVER ACTIONS:

- θ If **OFF-SITE EVACUATION** is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor Radio Station KFBK 1530 AM and/or Television Station KCRA Channel 3.
- θ Instruct staff to stand by while it is determined if evacuation is required.
- θ Notify local police department of intent to **OFF-SITE EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- θ Delegate a search team to assure that all students have been evacuated.
- θ Issue **OFF-SITE EVACUATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- θ Post a notice on the office door stating where the school has relocated.
- θ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and **ALL CLEAR** has been issued.

EMERGENCY RESPONSE**GAS/FUMES**

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal/designee. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- θ Notify principal/designee.
- θ Move students from immediate vicinity of danger.
- θ Do not turn on any electrical devices such as lights, computers, fans, etc.
- θ If odor is severe, **EVACUATE** the area immediately.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If gas leak is internal, **EVACUATE** the building immediately.
- θ Call 911.
- θ Notify utility company.
- θ Determine whether to move to alternate building location or implement **OFF-SITE EVACUATION**.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities and **ALL CLEAR** has been issued.

EMERGENCY RESPONSE
HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

HOSTAGE ACTIONS:

- θ Obey captor's orders, being courteous and polite. Do not become antagonistic.
- θ Do not debate, argue, or discuss political issues with captors or other hostages.
- θ Talk in a normal voice. Avoid whispering when talking to hostages and avoid raising your voice when talking to captors.
- θ Avoid abrupt movements. Keep movement to a minimum and in view.
- θ Locate yourself and any students away from windows/doors and as far away from the terrorist as possible.
- θ Answer all questions unless your position may pose a threat to terrorist captors or to their ideologies.
- θ Inform captors of any medical conditions or special disabilities of all hostages.
- θ Do not discuss possible actions to be taken by other agencies, school district, colleagues, media, or parents.
- θ STAY CALM.

STAFF ACTIONS:

- θ All students and staff who are on site but not in imminent danger should implement **LOCKDOWN** procedures.
- θ Alert the principal/site administrator.
- θ Account for all students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- θ Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area

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- Ø Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Ø Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all, or parts, of the building.
- Ø Secure exterior doors from outside access.
- Ø When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Ø Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Ø Identify media staging area, if appropriate. Implement a hotline for parents.
- Ø Account for students as they are evacuated.
- Ø Provide recovery counseling for students and staff.

EMERGENCY RESPONSE
INTRUDER

SEE SECTION J FOR ACTIVE SHOOTER/ARMED ASSAILANT TACTICAL PROCEDURES

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways. When scheduling a meeting with an individual known to be aggressive, arrange for another staff member to be present.

STAFF ACTIONS:

- θ Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- θ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- θ Isolate intruder from students. Initiate **LOCKDOWN** procedures until **ALL CLEAR** instruction is announced.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **LOCKDOWN**.
- θ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
- θ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- θ Keep subject in view until police or law enforcement arrives. Take measures to keep subject away from students and building.
- θ As soon as safe, admin/designee shall contact Keenan CrisisRisk at 1-860-677-3790 to assess threat level and provide response services.
- θ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel
- θ Be available to deal with the media and bystanders and keep site clear of visitors.

EMERGENCY RESPONSE TORNADO/SEVERE WEATHER

Tornados are relatively short-lived local storms. They are composed of violently rotating columns of air that descend in a funnel shape from thunderstorm cloud systems and usually develop during severe thunderstorms. Tornados occur most frequently in the months of April, May, and June.

The national weather service will issue a warning over the emergency broadcast system in event of severe weather conditions.

Tornado Watch: When weather conditions are favorable to their formation, an eye should be kept on the weather. At the first sign of any indications of a possible tornado, shelter should be taken.

Tornado Warning: When a tornado funnel is sighted or indicated by radar, shelter should be taken immediately.

STAFF ACTIONS:

- θ Follow **SECURE CAMPUS** procedures.
- θ If a funnel cloud is sighted, or you are directed, follow **DUCK, COVER, HOLD ON** procedures, **with the addition that students must place themselves along the innermost walls of the building.**
- θ **EVACUATE** after the initial danger if instructed to do so.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If warning is received from weather service, initiate **SECURE CAMPUS**.
- θ If a funnel cloud is sighted, initiate **DUCK, COVER, HOLD ON**. **Students must place themselves along the innermost walls of the building.**
- θ Initiate fire alarm to signal **EVACUATION** after the initial danger, if necessary.

EMERGENCY RESPONSE
UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- θ Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- θ Determine length of time service will be interrupted.
- θ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- θ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- θ Use messengers with oral or written word as an alternate means of faculty notification.
- θ Implement plan to provide services without utilities or with alternate utilities.

Plan for Loss of Water, Electricity, or Gas

If water, electricity, or gas is temporarily unavailable on campus, short-term solutions may be considered until services resume. If there is an extended loss of water, campus will be closed at the discretion of the Superintendent or designee.

EMERGENCY RESPONSE OPIOID/FENTANYL OVERDOSE

Signs of opioid overdose may include not waking up or being unresponsive to voice or touch, breathing that is very slow, irregular, or has stopped, and/or the center part of the eye is very small, sometimes called “pinpoint pupils”. In the event that an individual is suffering or is reasonably believed to be suffering from an opioid overdose, the following emergency protocol shall occur:

STAFF ACTIONS:

- Ø Call 911 to initiate transport for emergency care.
- Ø Notify office staff/admin of emergency to acquire naloxone.
- Ø Administer naloxone, as trained, quickly to reverse life-threatening respiratory depression.
- Ø Remain with individual until emergency medical personnel arrive.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Facilitate access to naloxone for quick response.
- Ø Administer naloxone (or equivalent), as trained, quickly to reverse life-threatening respiratory depression.

EMERGENCY RESPONSE

SUDDEN CARDIAC ARREST

Sudden cardiac arrest (SCA) is the result of a sudden, unexpected heart malfunction. During SCA, the heart's electrical impulses become chaotic and ineffective and blood flow to the brain ceases. The victim may die unless a normal heart rhythm is restored. These symptoms may indicate that SCA is about to happen:

- Racing heart, palpitations, or irregular heartbeat
- Dizziness or lightheadedness
- Fainting or seizure, especially during or right after exercise
- Fainting repeatedly or with excitement or startle
- Chest pain or discomfort with exercise
- Excessive, unexpected fatigue during or after exercise
- Excessive shortness of breath during exercise

Cardiac Emergency Response Plan (CERP) Purpose

This plan establishes procedures for a rapid and coordinated response to a sudden cardiac arrest (SCA) event on school grounds, increasing the chance of survival for victims. Immediate action, including early recognition, calling 911, starting CPR, and using an Automated External Defibrillator (AED), is crucial.

Recognition of Sudden Cardiac Arrest

Staff should be trained to recognize the following signs of SCA:

- The person is not moving, is unresponsive, or is unconscious.
- The person is not breathing normally (e.g., irregular breaths, gasping, gurgling, or not breathing at all).
- The person appears to be having a seizure or convulsion-like activity (note: an AED will not deliver a shock if not needed).

STAFF ACTIONS:

- Ø Follow the "Call, Push, Shock" protocol.
- Ø **Call:** Immediately call **911** (or designate someone to call 911, retrieve the nearest onsite AED, and notify the office).
- Ø **Push:** Begin CPR (hands-only if not CPR certified). Maintain continuous, hard, and fast chest compressions (100-120 per minute). Continue until the AED is ready or EMS arrives. If a mobile phone is available, it should be placed on speaker near the patient to follow dispatcher instructions.
- Ø **Shock (Use AED):** The closest person will retrieve the nearest AED. Once at the scene, the AED will be powered on, pads attached to the patient's bare chest, and audio/visual instructions followed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Ø Call 911 (if not already done) and provide the exact location, school address, cross streets, and patient's condition.
- Ø Assign a staff member to meet and escort EMS personnel to the exact location.
- Ø Notify the patient's emergency contact, as appropriate.
- Ø Perform crowd control. Potentially place the school on "Shelter in Place".
- Ø Following an incident, a debriefing will occur to evaluate the response, make recommendations for improvement, and ensure aftercare services (counseling, etc.) are available for responders, staff, and students.

AED Placement and Maintenance

AED shall be readily accessible and unlocked during both school-day and after-school activities. Location is to be communicated annually to staff and students in grades 6-12.

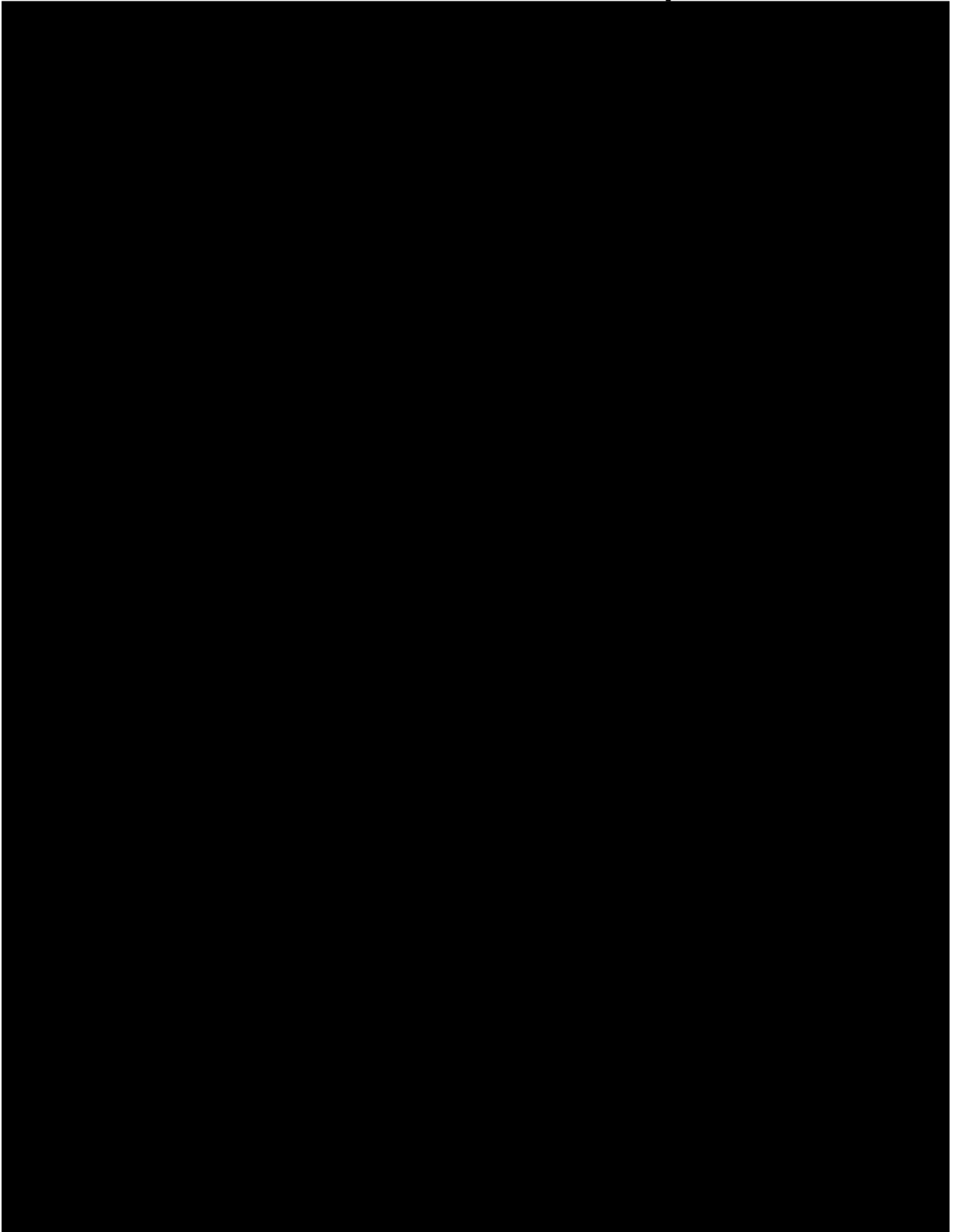
- **The AED unit is in the Multi-Purpose Room, near the restrooms/maintenance office.**
- Resuscitation kits, including gloves, scissors, a razor, wipes, and a CPR barrier mask, will be connected to each AED carry case.
- AEDs will be maintained and tested according to manufacturer guidelines.

Training and Drills

- All staff members must have current CPR/AED certification.
- The principal will ensure staff receive annual information on SCA, the emergency response plan, and proper AED usage.
- Annual cardiac emergency response drill will be staged to practice and evaluate the plan.

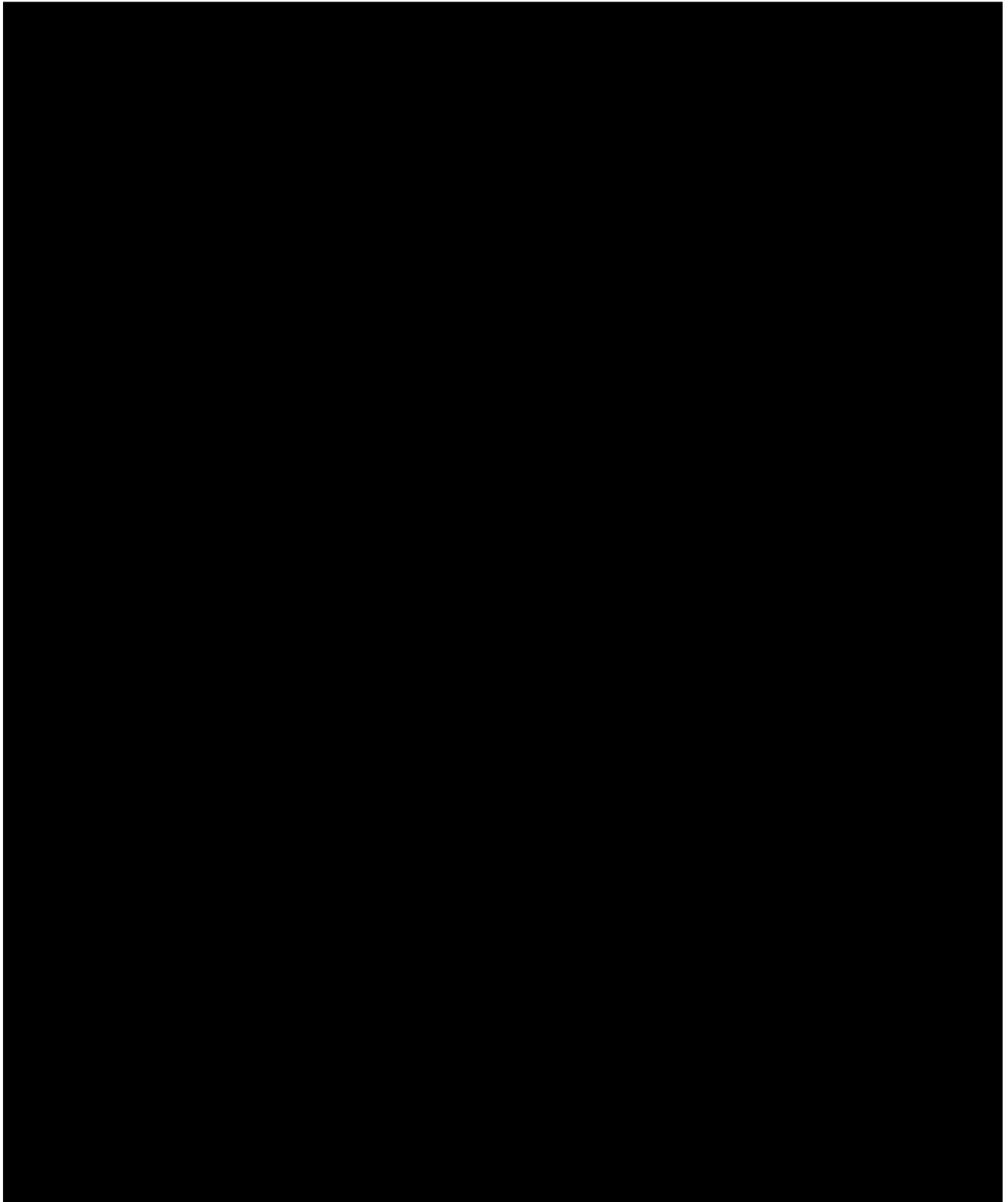
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On-Site Evacuation Map



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Off-Site Evacuation Maps



OATH OF AFFIRMATION

Marcum-Illinois Union Elementary School District – Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with the District, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all District employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

(Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

Marcum-Illinois Union Elementary School District - Board Policy 3516

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

D. Suspension & Expulsion Policies

The Education Code clearly identifies the student actions that are grounds for suspension and expulsion. Students may be suspended or expelled from Marcum-Illinois Union Elementary School depending upon the behavior. Grounds for suspension and expulsion include but are not limited to:

- Attempts, threats or actions that causes physical injury to another.
- Unauthorized possession of a dangerous object (or imitation) or substance (i.e., knife, firearm, explosive material).
- Use, sale or possession of a prohibited substance (i.e., alcohol, drug, or nicotine product).
- Commits or attempts to commit robbery or extortion or knowingly receives stolen property.
- Cause or attempts to cause damage to school or private property.
- Commits an obscene act or habitual vulgarity or profanity.
- Committed or attempted sexual assault/sexual battery
- Harassment of other students.
- Terrorist or hate threats against school officials or school property.

Students who are referred for suspension or expulsion are reported to administration. In non-emergency situations, an informal conference will be held to clarify the reason for the disciplinary action and to clarify the events or evidence. At the time of the suspension, a staff member will contact the student's parent/guardian regarding the suspension and notify the parent/guardian of the suspension in writing. The school may request to meet with the parent/guardian about the suspension. Under state law (Education Code 48914) the parent is then obligated to meet with school staff without delay. Suspensions are effective immediately. Suspended students are not allowed to be on school property, participate in school activities, or attend DEN during the period of the suspension. Suspended students are responsible for contacting their teacher to make up missed assignments.

A student will not be suspended from school for more than five days unless the student is recommended for an expulsion. When the Board is considering a suspension or disciplinary action (except expulsion) a closed hearing will be held to avoid violating a student's right to privacy (Education Code 49073-49079).

Students who are suspended for more minor offenses may participate in an in-school suspension program if that program is available. Major offenses are grounds for expulsion.

Note: This is a brief summary of a long and detailed policy and process. For specific steps and processes, see the Board Policy and Administrative Regulations. These may be requested through the school.

References: Board Policy 5144.1 (a-e) and Administrative Regulations 5144.1 (a-u), 5144.2 (a-i)

E. Procedures for Notifying Teachers of Dangerous Pupils

*In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended, Marcum-Illinois Union Elementary School will promptly and confidentially communicate reason for current or past student suspensions as necessary. The information will be provided to the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL** and will not to be shared with any student(s) or parent(s).*

F. Discrimination & Harassment Policy

Marcum-Illinois Union Elementary School desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. Discrimination or harassment based on ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor is strictly prohibited. Our school strives to convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating and accepting individual differences. Marcum-Illinois Union Elementary School endeavors to communicate to students and the greater community that all students are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members:

- Shall be treated with dignity, respect, and fairness.
- Shall be encouraged to maintain high expectations.
- Shall strive to model an appreciation for socio-economic, cultural, ethnic, gender and religious diversity.
- Shall aspire to contribute to an environment of mutual respect, caring and cooperation.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

References: Board Policy 5145.3

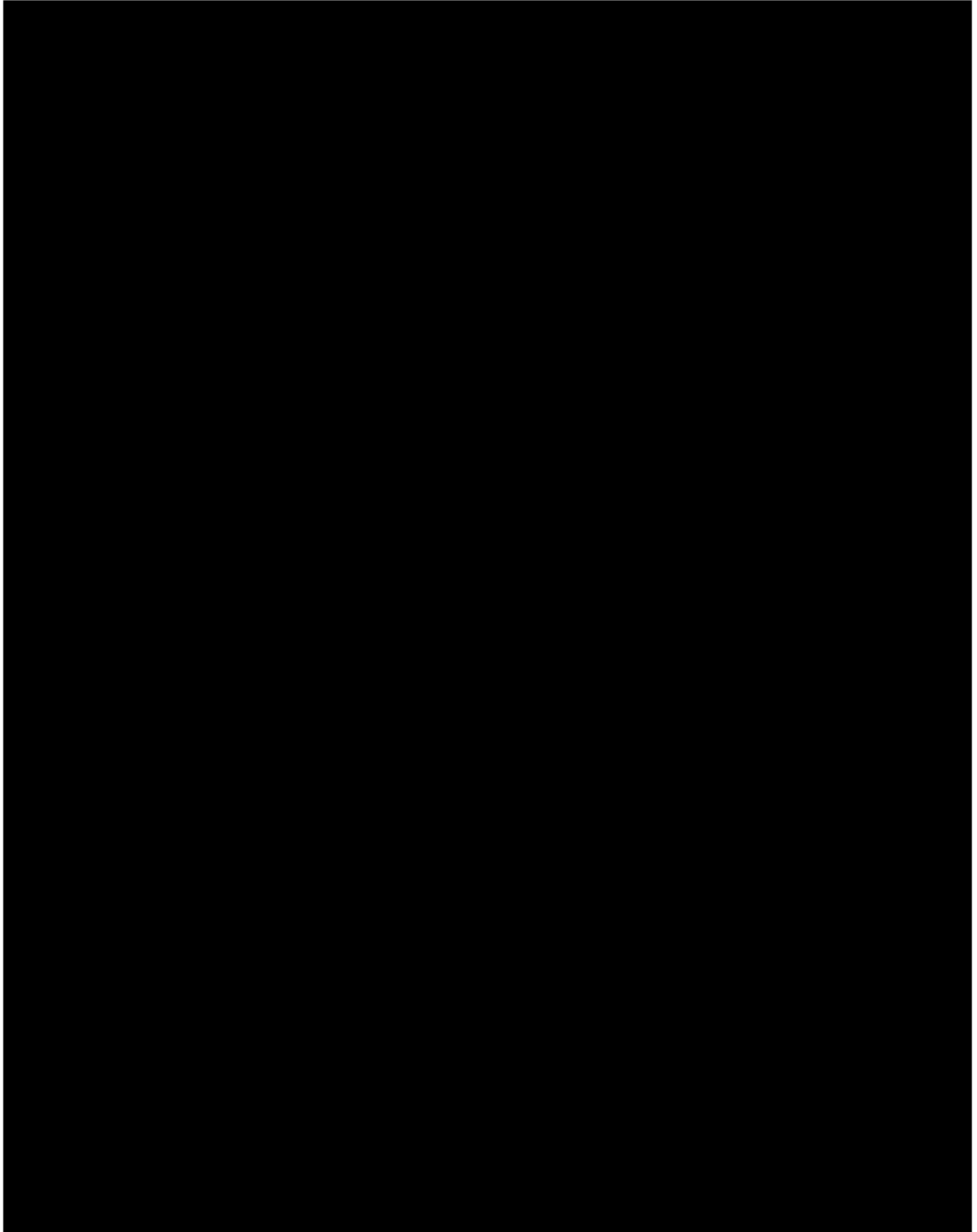
G. School-wide Dress Code Prohibiting Gang Attire

The Marcum-Illinois Union Elementary Dress Code intends to maintain a safe and productive learning environment for all students.

1. Shoes will be worn at all times. All shoes must close around the ankle and have a hard sole. No flip flops, slides, or slippers.
2. Extremely brief garments that are a distraction to the educational environment are not appropriate. Clothing shall be sufficient to conceal undergarments at all times. Tank top straps must be at least 2-fingers wide. Shorts, skirts, dresses, rompers, etc. must extend to fist length. Holes in pants/jeans or shorts must be below fist length or have patches to cover skin.
3. Clothing or accessories shall be free of writing, pictures, or any other insignia which are crude, violent, obscene, or sexually suggestive or which advocate racial, ethnic, religious, or other prejudice, or the use of tobacco, drugs or alcohol.
4. Earrings, jewelry, or accessories, which present a safety hazard to the wearer or others, are not suitable for school wear.
5. Only prescription sunglasses may be worn in class. Other types of sunglasses may be worn on campus outside of class.
6. Identified gang attire such as bandanas, haircuts or hair rollers, or any gang paraphernalia are prohibited.
7. Students are allowed to wear sun protective clothing, including hats, while outdoors during the school day.

References: Board Policy 5132

H. Safe Ingress and Egress



I. Immigration Enforcement Notification

The school shall consider the safety and well-being of students, families, and staff when notifying parents and guardians of students, as well as teachers, administrators, and school personnel of the presence of immigration enforcement on campus. When the district confirms the presence of immigration enforcement personnel on a school campus, the District shall:

1. Initiate a notification to parents/guardians, students (as appropriate), teachers, administrators, and other school personnel using the district's established communication systems.
2. Ensure notifications are factual, neutral, and timely, and do not include personally identifiable information (PII).
3. Document the incident and the notification actions taken.

J. Safe and Orderly Environment

School Mission Statement:

Our mission at Marcum-Illinois is to provide a safe and engaging learning environment that promotes academic excellence, develops student leadership, and fosters a sense of belonging for all students. We strive to create an environment where every student feels valued and respected, and where they are encouraged to take ownership of their actions and develop their individual strengths and talents.

School Vision Statement:

Through a collaborative and supportive community of educational partners, including educators, families, and students, Marcum-Illinois aims to inspire lifelong learners who are equipped with the skills and knowledge to succeed in the future. We strive for academic excellence by providing a rigorous and engaging curriculum that challenges students to think critically and work hard. We also prioritize student leadership, empowering our students to take ownership of their actions and develop the skills they need to become leaders in their communities. Finally, we believe that a sense of belonging is essential to student success, and we work to create a welcoming and inclusive environment where every student feels valued and supported.

Policies & Procedures on Positive School Climate

To maintain a positive school climate, behavior expectations are detailed in our ROAR Behavior Matrix below. Students are expected to follow the positive behaviors detailed in this matrix any time they are on school property and during any school fieldtrip. The four main expectations for positive school behavior include:

1. Be Respectful
2. Be Organized
3. Be Accepting of self/others
4. Be Responsible

K. Rules and Procedures on School Discipline

Marcum-Illinois Union School District is dedicated to ensuring that our campus is safe for everyone. Therefore, students are expected to follow the positive behaviors detailed in the ROAR behavior matrix and may be recommended for a referral, detention, suspension, or expulsion based on the severity of the infraction.

Rules and Consequences

The Marcum-Illinois School Rules are:

1. Be Respectful
2. Be Organized
3. Be Accepting of self/others
4. Be Responsible

If a student chooses to break a rule, the following consequences may be applied at the discretion of the teacher:

1. Warning
2. Appropriate "time out"/consequence
3. Parents contacted by phone or note
4. Conference between parent, teacher and/or principal, and possibly the student

REFERRALS:

Classroom Referrals: Teachers may refer a student to the principal for classroom behavior that is impacting the student or others learning. Outdoor Referrals: Yard Duty Supervisors will refer students to the principal for outside behavior.

A student may be referred to the office immediately for any behavior that should result in a home suspension or expulsion. These behaviors include:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Caught stealing or trying to steal.
3. Caught damaging or attempting to damage school or another's personal property.
4. Committing an obscene act or habitual profanity.
5. Willfully and habitually defying school authority.
6. In possession of a gun, knife, explosive, drugs, paraphernalia, or replicas of any of the listed items.
7. Sexual harassment.

Administrative Consequences

When a student is referred to the office for a serious offense, parents will be notified. Consequences for office referrals include detention, loss of school privileges, suspension from school, parent conference, or other administrative action as deemed appropriate. Habitual misbehavior from any student may result in suspension and/or the implementation of a behavior contract between school and home.

Loss of Privileges/Loss of Recess/Time Outs

While serving a loss of recess, time out, or loss of privilege, students are expected to follow all directions from the supervising adult, sit quietly during the period or recess and complete any assignments without any assistance from others. Students who arrive late or are uncooperative will be asked to serve additional time as well as the remainder of the original assigned time.

A student may receive a "Time Out" in another classroom. The purpose of "Time Out" is to allow the student the opportunity to think about their behavior, and to think about ways to improve behavior before returning to the classroom.

L. Active Shooter/Armed Assailants: Tactical Response

PURPOSE:

This policy is intended to provide guidance in the event an individual is actively shooting persons at the school site and to comply with the applicable regulations of the Occupational Safety and Health Administration (OSHA).

POLICY:

It is the policy of MARCUM-ILLINOIS to provide an active shooter emergency response plan to alert employees that an active shooter appears to be actively engaged in killing or attempting to kill people at the school site. Our active shooter response plan is based on giving employees authority to make crucial decisions that will save lives. School shootings typically end within just a few minutes before law enforcement arrives.

DEFINITIONS:

For purposes of this policy: An **active shooter** is defined as a person or persons who appear to be actively engaged in killing or attempting to kill people on MARCUM-ILLINOIS's grounds. In most cases active shooters use firearm(s) and display no pattern or method for selection of their victims. In some cases, active shooters use other weapons and/or improvised explosive devices to cause additional victims and act as an impediment to police and emergency responders. These devices may detonate immediately, have delayed detonation fuses, or detonate on contact.

A **LOCKDOWN** may be a component of any emergency but is not an automatic response to an active shooter killing students and staff on campus. Instead, it is recommended you RUN, HIDE, or FIGHT.

PROCEDURES

1. The first employee to identify an active shooter situation will **ALERT** others at the site. Use the loudest, most wide-ranging form of communication available. The Phone Intercom system will be utilized to alert there is an active shooter on campus.

- Speak in plain language, using the words **ACTIVE SHOOTER**.
- Location of the incident.
- Physical description of the shooter(s).
- Type of weapon (if known).

2. Any employee who is at a location distant and out of immediate threat from the active shooter will immediately call 911 to **INFORM** them of all details available.

3. The phone call to 911 (from the area where the caller is safely concealed) should provide the following information to the 911 operator:

- a. Description of shooter(s) and possible location.
- b. Number and types of weapons.
- c. Shooter's direction of travel.
- d. Location and condition of any victims.

4. As soon as safe, admin/designee shall contact Keenan CrisisRisk at 1-860-677-3790 to assess threat level and provide response services.

POTENTIAL RESPONSES

In response to an active shooter event there will be three potential courses of action. Employees are granted the authority to choose the course of action that they feel will result in the best outcome for them and their students.

You can choose to RUN, HIDE, or if necessary, FIGHT.

ACTIVE SHOOTER EMERGENCY RESPONSE POLICY

RUN

If there is an accessible escape path, attempt to evacuate the premises, following these recommendations:

1. Have an escape route and plan in mind that will get you and your students out of danger.
2. Assist children or others who cannot run to the best of your ability.
3. Leave your belongings behind.
4. If not in charge of students, evacuate regardless of whether others agree to follow.
5. Prevent others from entering an area where the active shooter may be.
6. Keep your hands visible.
7. Follow the instructions of any Police Officers/First Responders.
8. Do not attempt to move wounded people.
9. Call 911 when you are safe.
10. Go to the pre-arranged site(s) agreed upon for your site.

HIDE

If evacuation is not possible, find a secure place to hide where the active shooter is less likely to find you or be able to directly engage you. Follow these recommendations:

IF AN ACTIVE SHOOTER IS NEARBY

1. Lock the door and barricade with all heavy furniture and equipment in the room.
2. Silence cell phones and keep students quiet. Dial 911 so the operator can listen to what is going on, even if you cannot talk.
3. Turn off any source of noise: Radios/TV/Learning devices.
4. USE COVER (anything that will protect you from bullets): Full bookcase, masonry wall, heavy desk, etc. and stay low.
5. USE CONCEALMENT (anything that will protect you from being seen): darkness, desks, chairs, doors. Stay away from doorways and windows that can be seen through.
6. Have a plan for an alternate means of escape if possible (through a window, adjoining room, etc.). Use your escape route as soon as you determine it will enhance your survivability. See RUN above.

IF AN ACTIVE SHOOTER IS VERY CLOSE

Lock the door if possible but do not make noise moving items in the room to barricade the door. Follow all the other recommendations above. Get ready to RUN or FIGHT if the shooter gains access.

FIGHT

If it is not possible to Run or Hide and you are confronted face-to-face with an active shooter then you may choose to distract or incapacitate the shooter long enough to increase survivability for yourself and your students. Follow these recommendations:

1. Act as aggressively as possible against the shooter.
2. Yell, create confusion, and distract the shooter in any way possible.
3. Throw items at the shooter.
4. Use improvised weapons (spray with a fire extinguisher, hit with objects, trip, block or hit with chairs and desks).
5. Help others when possible if you see them attempting to incapacitate the shooter.
6. Ensure students are evacuating as rapidly as possible from the active engagement area.
7. Once started, commit yourself to the defensive physical actions.

ACTIVE SHOOTER EMERGENCY RESPONSE POLICY

LAW ENFORCEMENT RESPONSE

Law enforcement personnel will arrive to respond to the emergency. Follow these recommendations:

1. Comply with all police instructions. The first responding officers will be focused on stopping the active shooter and that is all. As others arrive, they will be clearing areas for follow-on emergency and medical teams.
2. Remain calm, do what you are told without arguing or second-guessing. If you have information about additional shooters or hazards inform them clearly.
3. Put down any items in your hands, raise your hands when coming in contact with officers.
4. Keep your hands visible at all times.
5. Avoid making quick movements toward officers. Do not try to hold on to them or get close to them for safety.
6. Avoid pointing, screaming, yelling.
7. If you find a weapon or have taken a weapon from an active shooter DO NOT carry it out in your hands. If safe, leave it where it is. If it is not safe to leave it where it is, then attempt to put it in a safe location, or bring out in a small container such as an office trash can. Put it down as soon as you see law enforcement and tell them what it is.
8. When evacuating, go the direction the officers are coming from. Do not ask for directions or help.

When appropriate, be able to provide information that you know:

1. Number of shooters.
2. Identity and description.
3. Number of victims you saw and location.
4. Type of problem that caused the situation.
5. Type and number of weapons possibly in the possession of the shooter.
6. Number and location of individuals still in the building or in danger.
7. Keys, codes, or access information to all areas.

POST-INCIDENT ACTION

When the police have determined that the active shooter emergency is under control, an “ALL CLEAR” will be given. You may not be allowed back into the school.

- 1. Medical Assistance:**
 - a. Ensure first aid is applied as soon as possible, when in a safe area.
 - b. Treat severe bleeding and life-threatening wounds first.
 - c. Enlist all available help to prevent loss of blood, shock, and other trauma conditions.
 - d. Report all injuries to medical authorities on site as soon as possible.
 - e. For non-emergency employee injuries, contact Company Nurse 1-877-518-6702 for treatment instructions. In emergency medical situations, call the number as soon as you can following treatment to ensure your Workers Compensation Benefits are engaged.
- 2. Accountability:**
 - a. If in charge of students, attempt to gain accountability as soon as possible.
 - b. Communicate your status and the accountability of your students.

M. Bullying Prevention Policies & Procedures

Marcum-Illinois Union Elementary School recognizes the harmful effects that discrimination, harassment, intimidation, and bullying have on student learning and school attendance, and works to provide a safe school environment that protects students from physical and emotional harm. No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel. This includes acts of discrimination, harassment, intimidation, and bullying related to school activity.

The State of California defines bullying as:

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

Prevention & Intervention

School staff will receive annual training via Keenan Safe Schools which includes information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Students are encouraged to notify school staff when they are being discriminated, harassed, intimidated, or bullied or suspect that another student is being victimized. In addition, the principal or designee will develop means for students to report threats or incidents confidentially and anonymously. School members who witness an act of discrimination, harassment, intimidation, and bullying shall take immediate steps to immediately intervene to stop the incident when it is safe to do so. As appropriate, the parents/guardians of victims and perpetrators will be notified. The principal or designee also may involve school counselors, mental health counselors, and/or law enforcement.

References: Board Policy 5131.2

N. Working with the Media During a Crisis

***Contact Keenan CrisisRisk at 860-677-3790 for support and response services.**

Tips on Working with the Media (Superintendent/designee)

- Consider the issue of the public's right to know and the media's right to access information within the context of professional, ethical, and moral behavior, and stand your ground firmly. Educate the media.
- Enlist media support to quiet rumors, to provide factual information, and to educate the public.
- **KEEP THE MEDIA OFF THE SCHOOL CAMPUS.**
- The Superintendent is to deal with the media.
- Schedule a press conference as soon as possible away from your school sites. Write and issue press releases.
- Appoint a person or committee to screen media coverage to keep current on what is being reported.
- Stress UNITY. Recognize the collective efforts of the group, not individuals.

Checklist for Speaking with the Media (Superintendent/designee)

1. **Express Sympathy** - When a crisis has resulted in deaths or injuries begin by expressing your sympathy and concern for the victims and their families.
2. **Avoid Saying "No Comment"** - This suggests that you have something to hide. Instead say that you don't have enough information to comment and that you will get back to the reporter once you have it. Be sure you do.
3. **Avoid Speculation** - If you don't know something, admit it. Be careful not to speculate on the cause of the crisis, the extent of the damage or injury.
4. **Blame No One** - This speaks for itself!
5. **Be Straightforward When Answering Questions** - If you attempt to mislead a reporter, your deception will certainly surface. Your credibility will suffer.
6. **Consider Nothing "Off the Record" and Avoid Ad-Lib Comments** - If you don't want to be quoted on a particular subject, don't say anything about it.
7. **Emphasize the Positive** - If precautions were taken to avoid the crisis, point them out.
8. **Eliminate Negative Questions or Misleading Words** - If you include them in your response, they may be attributed to you.
9. **Correct Inaccuracies** - If incorrect information has appeared in the news media, be sure you point it out.
10. **Never Argue with a Reporter, Even When Provoked** - You will invariably end up "looking bad" in print, on camera, or on TV.

O. Instructional Continuity Plan (ICP)

(i) Procedures for pupil engagement, as soon as practicable, and no later than five calendar days following the emergency. Procedures shall be designed to establish two-way communication with pupils and their families and identify and provide supports for pupils' social-emotional, mental health, and academic needs.

Marcum-Illinois School will maintain communication systems that allow for two-way communication between the school, staff, and families. Communication will maintain confidentiality as required by FERPA and state law related to privacy of educational records and other privacy laws.

Communication with families and the community must take place before, during, and after an emergency.

- Before an emergency we will:
 - Encourage participation in the development of the Comprehensive School Safety Plan
 - Maintain emergency contact information, student release information, and student medical information
 - Let parents know the ways the school will communicate with them in the event of a disaster
- During an emergency:
 - School personnel will engage with educational partners, including students, families, and the community as appropriate and practicable, through
 - Text and automated phone calls
 - Email
 - The district's website (<https://www.marcum-illinois.org/>)
 - Marcum-Illinois School's official social media page (<https://www.facebook.com/marcumillinois>)
 - Our Student Information System (<https://miusdelem.getalma.com/>)
 - *If necessary, we may use media such as radio and/or television news outlets
 - Parents and the community will communicate with school staff through email and text.
 - If the school must be closed for any reason during an event we will communicate with families and the community as soon as possible, but no later than five (5) calendar days, using the methods listed above
- After an emergency:
 - We will request feedback on the district's response to the emergency and consider how to integrate that feedback into plan updates after school returns to normal operations
 - We will provide guidance and resources to families for supporting children exposed to trauma

The Superintendent/Principal will notify parents of services for special education students and students in need of academic and/or mental health services.

- All special education requirements and procedures will be followed.

- The school counselor and special education staff will be responsible for checking in with students on their current case list and delivering services per their IEP for special education.

Additional student services:

Nutrition services: Marcum-Illinois prepares breakfast and lunch each school day.

- In the event the Marcum-Illinois site is unavailable to provide nutrition services, we will work with other school sites to provide meals for students and/or notify parents of food distribution locations.

Homeless services:

- The Marcum-Illinois Homeless Liaison will reach out to families of existing homeless students to coordinate services.
- The Marcum-Illinois Superintendent and Homeless Liaison will reach out to the Sutter County and Sacramento County Homeless Coordinators to work together to establish and advertise services to Marcum-Illinois students and families.

(ii) A plan to provide access to in-person instruction or remote instruction pursuant to Sections 51747 and 51749.5, as soon as practicable, but no later than 10 instructional days following the emergency. The plan may include support to pupils and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school.

If our school site isn't available, we will:

- Work with local schools or businesses to obtain usable classroom space
- As soon as possible (before 10 school days) we will notify parents of an alternate school location with the date and time classes will resume
- Classes will resume at the alternative site no later than 10 school days following the emergency

*Depending on the timeline needed to begin in-person instruction, students may start on remote learning following the procedures listed below.

When in-person instruction is not feasible and if internet is available, we will:

- Survey families to establish their current connectivity and internet needs
- Obtain internet hot spots and any necessary licenses
- Communicate technology distribution places and times
- Distribute hot spots and computers to families
- Link online classes and schoolwork on the school's website
- Teachers will move to online live instruction through Zoom or similar platform. Teachers will focus instruction and assessments on identified priority standards. Universal assessments and the Reading Difficulties Screener for K-2nd graders will be given as scheduled.
- Teachers will reach out to families with daily schedules and expectations, including services for daily ELD instruction

Marcum-Illinois maintains technology readiness by maintaining an inventory of devices (1:1) and familiarizes students with available digital resources should it be necessary to offer remote instruction.

When in-person instruction is not feasible and no internet is available:

- Teachers will prepare paper packets, and the district will use the communication means listed above to announce packet distribution location, dates, and times

**Plans for remote instruction must align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities that a local educational (LEA) may adopt to serve their pupils.*

When needed, we will work with other local schools to temporarily enroll our students.

Return to Site-based Learning

Marcum-Illinois will return to site-based learning when:

- Evacuation orders have been lifted
- Power and utilities are functioning
- The air quality is healthy
- We have access to safe and clean water
- The school has access to functioning restrooms
- The campus is free from debris and hazards
- We have the appropriate staffing levels
- We have an option for meal services

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN



MARCUM-ILLINOIS UNION ELEMENTARY SCHOOL DISTRICT

Prepared by:
SCSOS ELOP Consortium
Sutter County Superintendent of Schools
970 Klamath Lane
Yuba City, CA 95993
(530)822-2900

Local Educational Agencies and Expanded Learning Opportunities Program Plan Site

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District
Contact Name: Maggie Irby
Contact Email: maggiei@sutter.k12.ca.us
Contact Title: Superintendent/Principal
Contact Phone: (530)656-2407

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Marcum-Illinois Elementary School

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency’s program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Marcum-Illinois Elementary School is committed to providing students with a safe, violence-free, bullying-free learning environment. In order to accomplish this goal, the staff is dedicated to achieving a full implementation of PBIS, providing a framework for social interaction between students, and addressing issues that do arise on campus in a manner that involves staff, students, and families. Marcum-Illinois's Expanded Learning Opportunities Programs take place on site. We have no off-site programs.

The staff treat students in a fair and impartial manner by modeling the appropriate behaviors of mentors and staff members when leading activities with students. "Positive Discipline" is used to redirect students to avoid disruptive behavior and increase responsible choices and student cooperation. We have implemented simple, clearly defined rules that align with the regular day but are flexible and accessible to ensure inclusion for all students participating in the program. Building relationships with the regular day site staff is supported so that the needs of students with special needs are not only known but appropriately supported to the degree that is reasonable in an after care program and during intersession programs. Practices and activities to involve students in school in a meaningful way will continue to evolve. This will include SEL support as needed. Each school's Positive Behavioral Interventions and Supports (PBIS) Team will study and address the needs of students who are struggling and provide appropriate intervention/support services. Teachers in their Professional Learning Communities and Student Study Team meetings will also assess student connectedness and communicate needs with ELOP staff. Parent liaisons at each school site are additional support staff, building the capacity of parents/guardians and thereby strengthening the connection between home and school.

Marcum-Illinois is committed to protecting our students and staff during individual, school and District emergencies. Drills will be done on a monthly basis to ensure all students and staff members are well practiced in their site's emergency procedures. All of the same safety and emergency procedures and protocols will be followed and practiced by the regular school-day educational programs, after school programs, and intersession programs to ensure consistency. Emergency drills are conducted regularly at different intervals. Practicing Fire drills (monthly) and Lockdown drills (twice a year) helps ensure that students know what to do in a dangerous situation. It is by conducting these drills that we ensure that even if students are scared or panicked, they will be able to rely on the training/practice they have done throughout the years at school.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

The Expanded Learning Opportunities program utilizes a variety of resources that support and review the California Common Core Standards and the grade level focus. The lessons and activities give students the opportunity to choose options they are interested in and require collaboration with their fellow students. All students are actively engaged in the projects and are given an opportunity to express themselves in the final product.

Homework Support is prioritized above other activities. Students are provided with a quiet, safe environment and staff assistance to complete assignments in a timely manner. This time is also used for daily reading and literacy activities.

Academic Support is offered to students with identified academic needs thru reading and math interventions led by certificated teachers. Efforts are made to ensure these students can complete homework upon returning from intervention sessions.

Enrichment Activities are designed to reinforce the regular day curriculum, expose students to new ideas, and nurture individual interests and talents. Activities are student-centered and may include:

- STEM and STEAM curriculum
- Art and Music
- Robotics and Coding Activities
- Community Service Learning

A new student-lead Enrichment program has been developed for Fridays, in which students develop, plan, and implement an entire enrichment program for their fellow students under the guidance of the expanded learning staff.

Recreational Activities are an essential part of student development. ELOP incorporates physical and recreational activities that promote social growth and physical well-being. Some examples include:

- Soccer
- Volleyball
- Basketball
- Dance

ELOP staff foster a respectful and inclusive environment by modeling positive behavior and treating students fairly and impartially. Student behavior is closely monitored to ensure safety and mutual respect.

Program rules are simple, clearly defined, and aligned with the regular school day. They are flexible to support inclusion for all students. Expectations are communicated through each school site's Parent Handbook, and are regularly reviewed with students.

Behavior is guided using Positive Discipline and PBIS (Positive Behavioral Interventions and

Supports) strategies, which promote responsible choices and cooperation while minimizing disruptions.

Students build self-confidence through hands-on, project-based learning activities that encourage creativity, critical thinking, and skill development. Activities are tailored to students' needs and interests, and may include:

- Edventure Kits
- Skillastics
- Bee Bots Robotics
- ZTAG
- Cooking Curriculum
- Walking Classroom
- Makey Makey

Beginning in the 2025-26 school year, Marcum-Illinois may implement Attendance Recovery (AR) to increase student access to instructional time to make up for absences/missed time. ELO Program and Attendance Recovery will be offered concurrently after the regular school day, during ELOP Intersessions (during regular school day non-attendance days), and during ELOP Summer Enrichment programs. Certificated teachers will provide academic instruction and intervention, aligned with the regular school day standards-based instruction, during the Attendance Recovery opportunities. Teacher to student ratios will be maintained in all AR sessions: 1:10 for TK and Kindergarten & 1:20 for all other grades. Students who participate in Attendance Recovery will not be excluded from participating in ELO programs offered throughout the school year.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Marcum-Illinois's Expanded Learning Programs provide meaningful opportunities for students to build and demonstrate essential skills through intentional, hands-on learning experiences. Our programs are designed to foster academic, social, and personal growth by integrating skill development at multiple levels.

Staff work to engage students in projects and activities that lead to a final product or presentation, allowing them to demonstrate mastery over time. The program structure intentionally supports the development of skills such as collaboration, problem-solving, creativity, and digital literacy. These experiences help students connect learning with real-world applications.

Students are given opportunities to work collaboratively in group settings, where they practice teamwork, effective communication, and shared problem-solving. They take part in projects and events that require them to apply and strengthen key skills such as critical thinking, creativity, and the use of technology. These experiences build confidence, resilience, and a stronger sense

of responsibility.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Marcum-Illinois shines when it comes to creating intentional spaces for students to develop and express their voices, take on meaningful leadership roles, and actively shape their learning experiences. These opportunities are embedded at every level of the program to empower students and build a strong sense of agency and ownership.

Students are given both structured and informal opportunities to share their interests and ideas to create weekly lessons for their peers in the program. Students are encouraged to develop, plan, and lead enrichment activities. This allows them to engage in real leadership experiences supported by staff and celebrated within the program. They help design activities, take ownership of projects from start to finish, and participate in regular reflection and evaluation of their learning.

ELO Program staff also communicate with teachers on a regular basis to determine students' needs. As student needs and interests are determined, adjustments to homework and enrichment time is made.

Annual student surveys are reviewed and requests/questions/concerns are addressed through collaboration with ELO site leads and additional training opportunities.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Marcum-Illinois ELOP plays a vital role in promoting the physical and emotional well-being of students by fostering healthy choices, behaviors, and habits. The program intentionally integrates wellness into all aspects of their design, creating a positive and health-focused culture in collaboration with families, schools, and the broader community.

Nutrition and physical activity are embedded into daily routines and key components of program design, including meals and snacks, curricula, fundraising activities, incentives, and policies. Staff are supported with professional development and access to age-appropriate resources to help them model and promote healthy lifestyles.

Staff create daily opportunities for students to engage in developmentally appropriate, research-based activities focused on nutrition and physical fitness. They understand the

connection between healthy behaviors and student success—both academically and emotionally.

Staff also serve as role models by demonstrating healthy eating habits and actively participating in physical activities alongside students, reinforcing the importance of making healthy choices.

Nutritious meals and snacks are provided daily, ensuring students receive the fuel they need to thrive physically and mentally while learning about the importance of balanced nutrition and active living.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

Expanded Learning Programs are committed to creating inclusive environments where all students—regardless of background, language, or ability—feel welcomed, represented, and empowered to thrive. By addressing cultural and linguistic diversity and prioritizing equitable access, ELOPs ensure every student has meaningful opportunities to participate, learn, and grow.

Programs are designed with awareness and responsiveness to the varying needs of all participants, including students with disabilities. A welcoming environment is cultivated through inclusive displays, culturally relevant materials, and visible celebrations of the diverse identities represented in the student population—such as race, religion, language, national origin, physical ability, sexual orientation, gender identity, and more. By modeling inclusive behaviors and encouraging dialogue, staff help foster a program culture that embraces and uplifts diversity.

All students are eligible to join the ELO program. Priority enrollment is given to unduplicated students, which includes, Homeless, Foster youth, English Language Learners, and Economically Disadvantaged Students.

Students are encouraged to share their backgrounds, traditions, and experiences in a safe and supportive environment. Both students and staff have opportunities to engage in discussions and activities that explore cultural perspectives, promote understanding, and build community across differences.

ELOP staff work with regular day staff to stay abreast of student food allergies and other health concerns. Expanded learning program staff are also provided with specific training, as needed, to meet the needs of ELOP students with disabilities.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality

staff.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

A successful Expanded Learning Program needs high-quality staff who are committed to creating safe, enriching, and supportive environments for all students. Marcum-Illinois prioritizes recruiting, developing, and retaining staff who are not only skilled and knowledgeable but also reflective of the communities they serve. They adhere to high quality staffing standards by ensuring that employees meet the same federal, state and district requirements to work with students as regular day program instructional aides:

- High school diploma or Currently enrolled 18 year old HS student
- Health screening (current TB skin test results)
- Background screening (fingerprint clearance)

Expanded learning program staff are recruited using Edjoin, as well as through referrals by existing staff and word of mouth. Prospective employees are interviewed and reference checks are completed. ELOP Site Leads work with their expanded learning program staff to offer enrichment opportunities that reflect the experience, talent, and interests of the staff members who will lead/facilitate the session.

Staff are provided annual training opportunities. Training topics include First Aid/CPR certification, School Safety, Youth Development, Classroom Management, Mandated Reporter, and STEAM and other enrichment programs.

In addition to these formal training opportunities, Expanded Learning Program staff receive on-going coaching and support from site administrators, the County Expanded Learning Coordinator, site ELO Program leads, and peer to peer training and collaboration.

ELO Programs do not sub-contract for any services - all services are provided by Marcum-Illinois Union Elementary School District or other District and County staff. Sometimes volunteers are used to assist staff in providing services to students. The use of volunteers allows for smaller groupings and more individual attention to students. Volunteers complete health and background screening as required by the district.

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

Marcum-Illinois's Expanded Learning Programs and Attendance Recovery envision a learning community where all students have access to enriching, academically supportive, and safe environments that align with the goals of the regular school day. The program is committed to providing every student with opportunities to thrive socially, emotionally, and academically, both in and out of the classroom.

The mission of Marcum-Illinois's ELO Program is to support the whole child by extending learning beyond the school day in ways that are responsive to the needs of students, families, and the community. Through a coordinated approach, the program fosters academic achievement, enrichment, and student well-being, while building strong partnerships with families, educators, and community collaborators.

The mission of Marcum-Illinois's Attendance Recovery Program is to support students' academic success by providing additional learning opportunities beyond the regular school day to make up for absences/missed time.

The purpose of the ELOP is to enhance and extend student learning by aligning with the regular day academic goals and addressing the broader developmental needs of students. The program uses multiple data sources—including CAASPP, ELPAC, Physical Fitness Testing, Panorama Surveys, local benchmarks, and more—to identify needs, set goals, and design responsive programming. These data are regularly analyzed using the district's data management system to ensure instructional alignment with state standards and to monitor progress among all student subgroups.

The purpose of MIUESD's Attendance Recovery (AR) program is to provide students access to instructional time to make up for absences/missed school time. Certificated teachers will provide academic instruction and intervention, aligned to grade-level standards, that is substantially equivalent to students' regular instructional program and may include one-on-one or small group tutoring. Multiple data sources—including diagnostic assessments, formative assessments, and local benchmarks - will be used to identify needs, set goals, and refine instruction to support students' academic success. Students' participation in Attendance Recovery sessions will be fluid with their participation in ELOP - AR students will not be excluded from participating in ELO programs offered throughout the school year.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated

with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

Marcum-Illinois's Expanded Learning Opportunity Program is strengthened by intentional, ongoing partnerships with non-LEA entities such as Sutter County Superintendent of Schools Office, Sacramento County Office of Education, community-based organizations, public agencies, local businesses, and families. These partnerships are essential for creating a seamless, integrated experience between the regular instructional day and after-school programming.

At the programmatic level, ELOP partnerships are clearly defined through written agreements and maintained through regular communication and meetings. The program actively seeks to engage public and private partners to ensure sustainability and service expansion. Families are engaged using culturally and linguistically responsive strategies, and their advocacy is encouraged in support of their children's academic and developmental growth. The program also trains staff to work collaboratively with all community partners to meet shared goals. Continuous improvement efforts are informed by feedback from parents, community partners, school and district leadership, and county offices of education.

At the staff level, program staff regularly connect families with community and school-based resources. They hold ongoing collaborative meetings—both formal and informal—with internal and external partners to review data, align on goals, and evaluate program outcomes and areas for growth.

At the participant level, students and youth are encouraged to provide input on their experiences, helping shape the design and direction of the program. Their feedback, along with input from non-profits, public officials, and businesses, ensures that ELOP offerings remain relevant, effective, and responsive to the needs of the community.

Through these collaborative partnerships, Marcum-Illinois's ELO Program continues to build a robust support network that enhances student learning, strengthens family engagement, and maximizes community resources.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

A strong Continuous Quality Improvement (CQI) plan ensures that Expanded Learning Programs are responsive, effective, and aligned with student, family, and community needs. The CQI process is clearly defined, data-informed, and inclusive of all educational partners and collaborators—program coordinators, staff, participants,

families, and regular day partners.

Marcum-Illinois's ELO-P has established a structured CQI process. The Quality Standards for Expanded Learning are used to assess program quality and to revise and refine the areas of needed improvement. Data is collected in a variety of ways which includes surveys, observations, networking at monthly site coordinator meetings, and self-assessments. Information is collected from all educational partners, which include students, parents, community partners, and staff. The results are used to drive improvement of Marcum-Illinois's ELO program. The County Office Expanded Learning Coordinator, site administrators, and site ELOP Leads collaborate monthly to review data. We use this data to revise and refine Marcum-Illinois's ELO program and plan for current and future school years.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Link to Marcum-Illinois's EXLP Parent Handbook:

<https://www.marcum-illinois.org/vimages/shared/vnews/stories/5f6ba94431456/ASES%20enrollment%20forms%202026-2027%20Fillable.pdf>

Parents/guardians complete the EXLP enrollment form at the school site once their child's/children's EXLP enrollment is confirmed.

Students are signed out from the EXLP program daily by parents/guardians or other authorized individuals following the procedures outlined in the Marcum-Illinois's Parent Handbook. Attendance is taken daily when students check into the EXLP program at the end of the regular school day and tracked throughout the EXLP program hours. EXLP attendance is entered into our student information system, ALMA.

ELO Program and Attendance Recovery will be offered concurrently after the regular school day, during ELOP Intersessions (during regular school day non-attendance days), and during

ELOP Summer Enrichment programs. During Attendance Recovery opportunities, Certificated teachers will provide academic instruction and intervention, aligned with the regular school day standards-based instruction. Teacher to student ratios will be maintained in all AR sessions: 1:10 for TK and Kindergarten & 1:20 for all other grades. Students who participate in Attendance Recovery will also be able to participate in concurrent ELO programs offered throughout the school year.

Parents/guardians will complete the Attendance Recovery (AR) enrollment form at their student's school site. Attendance will be taken when students transition to AR from the regular school day or from ELOP program. Students will be signed out from the AR program daily by parents/guardians or other authorized individuals following the same procedures outlined in the EXLP Parent Handbook. The daily AR sign-out sheets will be maintained at each EXLP site.

EXLP and AR documentation (including registration form, daily sign out sheets, and attendance records) will be maintained at each site for a minimum of 5 years.

2024-2025 Expanded Learning Program Budget				
Revenue				
	ELO-P Revenue	\$105,583.00		
	ASES Revenue	\$67,759.78		
	Total Revenue	\$173,342.78		
Expenditures				
		ELO-P	ASES	Total for Expanded Learning
2000	Classified Salaries	\$54,783.00	\$70,915.00	\$125,698.00
3000	Employee Benefits	\$26,654.00	\$39,453.00	\$66,107.00
4000	Books, Supplies, & Materials	\$736.00	\$3,146.00	\$3,882.00
5000	Services and Other Operating Expenses	\$21,309.00	\$250.00	\$21,559.00
6000	Capital Outlay			\$0.00
7000	Other Outgo	\$2,101.00		\$2,101.00
	Total Expenditures	\$105,583.00	\$113,764.00	\$219,347.00
*A portion of the ELO-P 5000 expenditures goes to the Sutter County Consortium and is held for future Marcum-Illinois Expanded Learning Program use.				

Marcum-Illinois administrator and accountant reviews the budgets and actuals on a constant basis. Administrators review and approve expenditures, and MIUESD school board reviews and

approves warrants on a monthly basis. MIUESD has an independent audit done on an annual basis to ensure proper implementation of requirements.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? X Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes X No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Marcum-Illinois leverages both ASES and ELOP funding to provide a comprehensive and universal Expanded Learning Program that supports academic achievement, social-emotional growth, and student engagement across all participating school sites.

By strategically combining ASES and ELOP funding, Marcum-Illinois ensures that expanded learning programs are available to a broad population of students, including unduplicated pupils and those most in need of extended learning opportunities. These blended funds allow the district to operate high-quality, on-site programs that are consistent with the goals of the regular school day.

ASES funds support after-school programming focused on academic assistance, enrichment, and safe supervision during the critical hours after school. ELO-P funding extends these opportunities by supporting before school programs, summer learning, and intersession programs. Together, ASES and ELOP provide a full continuum of expanded learning that addresses student needs beyond the traditional school day and year.

Marcum-Illinois ASES and ELOP programs are intentionally designed to be student-centered,

incorporating hands-on, collaborative projects that promote creativity, communication, and critical thinking. Activities are delivered in a safe and supportive environment, supported by qualified staff trained in youth development practices.

This coordinated approach allows Marcum-Illinois to maximize the impact of both funding sources, eliminate duplication of services, and create a seamless experience for students that fosters academic, social, and emotional success.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Marcum-Illinois's ELO program serves transitional kindergarten and kindergarten students at a 10:1 ratio. Programs will maintain the 10-1 ratios by adding an additional staff to the Kindergarten Program. Students will be combined to offer a program to 20 students total.

Staff will attend regular PD designed to support the needs of younger students. An emphasis will be put on retaining staff with current ECE units and preschool experience, when possible. Staff will also be current in Child CPR and First Aid.

ELOP staff will work closely with regular day teachers to ensure the ELO program is developmentally-informed to address the younger students' needs.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Multiple communication channels are used to ensure that families are well-informed and can easily access program information. These include:

- Flyers and letters sent home with students
- School newsletters and websites
- In-person outreach at school events and parent-teacher conferences
- Assistance from bilingual school staff and family liaisons

School staff are trained to support families through the enrollment process and answer questions in the family's preferred language.

Transportation is not offered by Marcum-Illinois Elementary School for their Expanded Learning Program.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Marcum-Illinois ELOP educational field trips will always be directly connected to the academic and enrichment components of our after school programs. All Marcum-Illinois ELOP funded field trips will ensure that ELOP program requirements are followed:

- Student to staff ratios are maintained at all times
- All staff supervising students during field trips meet the minimum requirements for an instructional aide based on district policies.

Additionally, all Marcum-Illinois field trip policies and procedures will be followed at all times. To allow for additional supervision, volunteers who have completed health and background screening (as required by the district) will be recruited to attend field trips.

Field trips will be planned during the 180 days of the regular school year, during intersession programs, and summer learning. Here are some examples of ELOP field trips that Marcum-Illinois students will participate in

Zoo Field Trip

Purpose: To support science learning through real-world observation of animals and ecosystems.

Learning Outcomes: Students gain a better understanding of animal behaviors, habitats, and biodiversity.

Skills Developed: Observation, inquiry, environmental awareness.

Grade Levels: K–5

Duration: Full day

Transportation: District buses

Bowling Alley Field Trip

Purpose: To promote physical activity, teamwork, and math practice in a fun setting.

Learning Outcomes: Students apply basic math skills and develop physical coordination.

Skills Developed: Sportsmanship, motor skills, collaboration.

Grade Levels: 3–6

Duration: Half-day

Transportation: District buses

Arcade (STEM-Focused) Field Trips

Purpose: To introduce students to technology, problem-solving, and game design.

Learning Outcomes: Students explore cause-and-effect, logic, and digital responsibility.

Skills Developed: Critical thinking, decision-making, digital literacy.

Grade Levels: 4–8

Duration: Half-day

Transportation: District buses

Sporting Events Field Trip

Purpose: To encourage community connection, sportsmanship, and real-world math application.

Learning Outcomes: Students learn about teamwork, perseverance, and statistics.

Skills Developed: Observation, data interpretation, community awareness.

Grade Levels: 3–8

Duration: Full day

Transportation: District buses

Museum Field Trip

Purpose: To connect classroom learning with hands-on history, science, or art exhibits.

Learning Outcomes: Students develop a deeper understanding of historical events, scientific concepts, or cultural contributions.

Skills Developed: Analytical thinking, observation, historical perspective.

Grade Levels: 2–6

Duration: Full day

Transportation: District buses

Movie Theater Field Trip

Purpose: To enhance visual literacy, storytelling appreciation, and discussion of social or educational themes.

Learning Outcomes: Students explore narrative structure, character development, and messages conveyed through film.

Skills Developed: Critical thinking, media literacy, empathy, and listening skills.

Grade Levels: K–8 (depending on movie content)

Duration: Half-day

Transportation: District buses

Local Parks Field Trip

Purpose: To encourage physical activity, outdoor exploration, and environmental awareness.

Learning Outcomes: Students engage in nature observation and learn about local ecosystems and healthy habits.

Skills Developed: Teamwork, physical wellness, environmental stewardship.

Grade Levels: K–8

Duration: Half or full day

Transportation: Walking or district buses

Theater Production Field Trip

Purpose: To enrich literacy, creativity, and appreciation of performing arts.

Learning Outcomes: Students explore story elements, emotional expression, and performance interpretation.

Skills Developed: Communication, empathy, listening comprehension. Grade Levels: 3–8

Duration: Half-day

Transportation: District buses

Community Swimming Pool Field Trip

Purpose: To promote physical health, safety awareness, and teamwork through structured recreational water activities.

Learning Outcomes: Students gain an understanding of water safety rules, develop swimming proficiency or confidence in water environments, and learn cooperative play.

Skills Developed: Gross motor skills, coordination, personal safety awareness, social interaction, and self-regulation.

Grade Levels: K–8 (depending on swimming ability and safety protocols)

Duration: Half-day

Transportation: Walking or District buses

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

Participation in the District's ASES Program shall be open to all students enrolled in the host school(s), subject to program capacity, and shall not be contingent upon a family's ability to pay.

The District may assess family fees on a sliding-scale basis to offset allowable program costs. Fees shall be implemented in a manner that ensures equitable access and compliance with all statutory requirements.

The District shall not charge any family fee for students who meet any of the following criteria:

- Eligible for Free or Reduced-Price Meals (FRPM)

- Identified as homeless under the McKinney-Vento Homeless Assistance Act
- Identified as foster youth

Fee waivers for these students shall be automatic and shall not require additional documentation beyond existing school records and typical annual registration forms.

Families experiencing financial hardship may request a confidential hardship waiver or fee reduction. Requests shall be reviewed without stigma, delay, or penalty to the student's participation.

The district shall not charge any family fee for children of current MIUESD employees.

For our regular day program, the District may charge family fees (or those not eligible for mandatory fee waivers) based on household income and ability to pay, using the following sliding-scale structure (example):

Household Income Level	Family Yearly Fee
≤ 100% Federal Poverty Level	\$0
101%–200% FPL	\$100
201%–300% FPL	\$200
Over 300% FPL	\$300

There are certain days that students may participate in the After School Program without necessitating the need for the afterschool fee.

These include:

- Early Release Mondays
- Early Release days due to Parent/Teacher Conferences
- District Meeting with Parents (IEPs, 504s, SSTs, etc.)
- Participation in GATE, tutoring, or other Afterschool Programs

Marcum-Illinois may collect predetermined fees on a sliding scale for intersession program days for students who are not unduplicated.

No student shall be denied enrollment, removed from the program, or otherwise excluded from participation due to a family's inability or failure to pay assessed fees.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule**

should clearly identify that this requirement is met.

8:30 am to 2:50/2:55/3:00 pm - Regular School Day

2:50/55/3:00 - 3:10 pm - Check in to after school program and Snack

3:10 - 3:30 pm - Outdoor sports/recreation activities

3:30-4:30 Homework assistance or Intervention/Tutoring

4:30 - 4:45 pm - Outdoor sports/recreation activities

4:45 - 5:30 pm - Enrichment activities

5:30 - 6:00 pm - Crafts/Projects

6:00 pm - Dismissal from After School Program

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations,

in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours

EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical

fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.
 - (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
 When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

STUDENTS

BP 5131.8

MOBILE COMMUNICATION DEVICES

1. The Governing Board recognizes that student use of smartphones and other mobile communication devices on campus could be harmful and disruptive of the instructional program in some circumstances. This policy establishes expectations to limit or prohibit student use of smartphones and similar personal mobile devices while students are on campus or under the supervision and control of district staff, consistent with state law.

Students shall not use smartphones or other mobile communication devices while at a school site or under the supervision and control of a district employee. Mobile communication devices shall be turned off during instructional time and stored in their backpack.

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

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

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

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

A student's personal electronic device shall not be searched without the consent of the student's parent/guardian, except pursuant to a lawfully issued warrant, when a school official, in good faith, believes that an emergency involving danger of death or serious

physical injury to the student or others requires access to the electronic device information, or when the search is otherwise permitted pursuant to Penal Code 1546.1.

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

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

The district will not be responsible or liable for a student's mobile communication device which is brought on campus or to a school activity and is lost, stolen, or damaged.

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

State	Description
5 CCR 300-307	Duties of students
Civ. Code 1714.1	Liability of parent/guardian for act of willful misconduct by a minor
Ed. Code 200-262.4	Prohibition of discrimination
Ed. Code 32280-32289.5	School safety plans
Ed. Code 35181	Governing board authority to set policy on responsibilities of students
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 48900-48925	Suspension and expulsion
Ed. Code 48901.5	Prohibition of electronic signaling devices
Ed. Code 48901.7	Limitation or prohibition of student use of smartphones
Ed. Code 48901.8	Limitation or prohibition of student use of social media
Ed. Code 51512	Prohibited use of electronic listening or recording device
Pen. Code 1546.1	Electronic Communications Privacy Act
Pen. Code 288.2	Harmful matter with intent to seduce
Pen. Code 313	Harmful matter
Pen. Code 647	Use of camera or other instrument to invade person's privacy; misdemeanor
Pen. Code 653.2	Electronic communication devices; threats to safety
Veh. Code 23123-23124	Prohibitions against use of electronic devices while driving
Federal	Description
20 USC 1681-1688	Title IX of the Education Amendments of 1972; discrimination based on sex
California Department of Education Publication	Bullying at School, 2003
Court Decision	Safford Unified School District V. Redding (2009) 557 US 364
Court Decision	Mahanoy Area School District v. B.L. (2021) 141 S.Ct. 2038
Court Decision	J.C. v. Beverly Hills Unified School District (2010) 711 F.Supp.2d 1094
Court Decision	New Jersey v. T.L.O. (1985) 469 U.S. 325
Court Decision	Tinker v. Des Moines Independent Community School District (1969) 393 U.S. 503
CSBA Publication	Cyberbullying: Policy Considerations for Boards, Policy Brief, rev. July 2010
CSBA Publication	Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
U.S. Department of Education Publication	Planning Together: A Playbook for Student Personal Device Policies, December 2024
Website	CSBA District and County Office of Education Legal Services
Website	National School Safety Center
Website	Center for Safe and Responsible Internet Use
Website	California Department of Education, Safe Schools
Website	CSBA
Website	U.S. Department of Education

Staff Heads of House

The purpose of the House System is to build a positive, inclusive, and high energy school-culture. Successful House Systems are “student led, staff supported.” In order to maximize the leadership development of our 8th grade House Leaders and the experience of every house member, the staff Heads of House role will blend leadership, mentorship, and community-building to support both students and staff.

Proposed Stipend: \$450

Role Expectations:

Staff Heads of House will...

- Be a certificated staff member.
- Represent their House across the school, acting as visible role models, embodying the House’s core values (Forward, Goodwill, Willpower, Strength). They will help project the house’s identity in events, assemblies, and daily interactions.
- Be responsible for community-building by fostering a welcoming, respectful, and motivating environment within their house. This includes encouraging positive behavior, promoting school spirit, and ensuring house activities reinforce the values of the house.
- Work closely with students to organize and lead house meetings/events. Mentor students, recognize achievements, and help them take ownership of their learning and behavior.
- Support the leadership development of the House Leader.
- Attend each monthly House Meeting to provide House Leader with guidance and supportive moderation (9 meetings/year)
 - Led by students, supported by adults.
 - Intended to feel like friendly gatherings, not school-wide assemblies.
 - Meeting Purpose: Maintain traditions, create cheers, plan celebrations, recognize and support house members, engage in community-building activities.
- Plan for house meeting activities/events outside of contract hours.
- Meet as needed with the Director of Student Services (House System Coordinator).

