Comprehensive School Safety Plan

2025-26
School Year

School:	Truckee Elementary School
CDS Code:	6031322
District:	Tahoe Truckee Unified School District
Address:	11911 Donner Pass Rd Truckee, CA 96161
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- with Fire Authority	1/12/2026

Approved by:

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Duggan Kearney	Parent		
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Sara King	Parent		2/26/26
Katie Old	Teacher		2/27/26

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at Truckee Elementary School.

Safety Plan Vision

TTUSD recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

TTUSD is committed to ensuring that students and staff have a safe, secure campus and working environment that provides high-quality education for all.

Components of the Comprehensive School Safety Plan (EC 32281)

Truckee Elementary School Safety Committee

Assessment of School Safety

At Truckee Elementary, all students will experience a balanced education addressing the needs of the whole child. For all children to succeed, it is necessary to integrate social, emotional, and physical development with a strong academic program. A challenging academic focus will provide the foundation for the acquisition and mastery of the basic skills, in areas of reading, writing, speaking and listening, mathematics, science, and humanities. With this foundation, children will acquire the tools to be successful in all subject areas. We expect all students to be responsible learners, to self evaluate, to accept challenges, and to be solution seekers. In preparing for the future, students will have the skills to access information and utilize available resources for further learning. Learning will take place in a positive, safe, and cooperative environment that values individual differences and fosters a feeling of community. We are committed to providing quality education to all students, and we are proud to be a community hub. Truckee Elementary School is unique in its demographics. We embrace the diversity of our neighborhood school, and we face challenges with our diversity as well. We have a particularly broad spectrum of needs in our classrooms, and many of our students come to us without the readiness skills found at other sites. Because of our neighborhood location and our proud status as a school that houses multiple district special education programs, we do have a larger percentage of students who come from socio-economically struggling families, who have academic and emotional disabilities, and who are learning English as a second language. We take pride in being a community hub and neighborhood school, and we accept the challenge of meeting the needs of many of the most struggling elementary age students who are part of loving working families that also struggle with having the resources to provide support at home.

We simultaneously work to meet the needs of the many students who are school ready and often quite accelerated as part of a safe, responsible, and respectful campus. Our enrollment is at 536 students for the 2025/26 school year.

Vision Statement: Within our caring, diverse and inclusive preschool through fifth grade learning environment, Truckee Elementary School's mission is to empower and inspire students to reach their full potential through engaging and challenging instruction and learning that emphasizes literacy across all content areas, embraces the diversity of our neighborhood, and values what makes each child unique. In collaboration with our Truckee Community, our students will become safe, responsible and respectful citizens.

School Staff -- Credentialed staff includes 40 full-time teachers, 15 designated instructional supports teachers and support teachers, 2 administrators, 1 counselor, 1 psychologist, and 45 classified staff members.Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations, and parent communications.

Suspension Rate: 2024-2025
ALL: 0.4%
White: .9%
Hispanic: 0%
SED: 0%
EL: 0%
SWD: .9%

All students at Truckee Elementary are guided by specific rules and classroom expectations that promote a safe, responsible, and respectful school culture. All students should be provided the opportunity to experience positive and worthwhile learning experiences on the school campus. The goal of the Truckee Elementary discipline program is to help educate and support our students by providing clear boundaries and expectations for personal behavior in social, academic and professional settings. Students and parents are informed of the discipline policies via the school website, Student Handbook, schoolwide Monday Message virtual meetings, class meetings, restorative conversations, and discipline talks. Truckee Elementary utilizes a progressive discipline

process in order to produce a desired change in student behavior, attitude and/or performance. Consequences for violations of the disciplinary policy may include warnings, loss of privileges, restitution, restoration, parent conference, and behavior contract. Our automated Aeries attendance system call parents daily to report student class absences. All parents have parent-student-teacher conferences in the first trimester, receive progress reports for second trimester, and report cards for the final trimester. Parents can also access student progress and information through the M-Class, iReady and the Aeries Parent Portal.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

It is a priority of the administration and staff in the Tahoe Truckee School District that every student that attends the school will be provided with an environment in which students will not only feel physically safe, but that there is also a positive school climate in all activities both within and outside the classroom. Assessment occurs monthly by practicing emergency response drills and debriefing the outcomes of these drills to improve our practices. We assess our progressive discipline policy and compare data in regards to suspensions. Practices to foster a culture of physical and emotional safety include monthly recognitions of behavior expectations, daily recognition of student behavior expectations using Cub Bucks and Principal Prides, daily morning Mindful Minute and message, assemblies to promote student safety, and a variety of activities and events throughout the year that are the result from partnering with the school's Parent Teacher Organization and ELAC. The administration and staff desire to provide a caring, nondiscriminatory, and orderly learning in which all students feel comfortable and take pride in the school and achievements.

The administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to enjoy cooperative learning experiences that foster positive interactions in the classroom among students from diverse backgrounds. Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff encourages and rewards success in achievement, participation in community projects, and positive student conduct.

Tahoe Truckee Unified School District promotes trauma-informed and restorative practice techniques in order to encourage attitudes and behaviors that foster harmonious relations.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with the law. These employees receive annual training on the mandated reporting process. Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282). The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Definitions
Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
1. A physical injury or death inflected by other than accidental means on a child by another person.
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1.
3. Neglect of a child as defined in Penal Code 11165.2.
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3.
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4.

Child abuse or neglect does not include:
1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control

reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code 49001).
6. Homelessness or classification as and unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7).

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, Comprehensive School Safety Plan 7 of 33 5/31/19 withdrawal, or untoward aggressive behavior towards self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any district employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Nevada County Child Protective Services
208 Sutton Way
Grass Valley, CA 95945
530-273-4291

Placer County Child Protective Services
101 Cirby Hills Drive
Roseville, CA 95678
916-787-8860

El Dorado County Child Protective Services
3368 Lake Tahoe Blvd. #100
South Lake, CA 96150
530-642-7100 or 530-573-3201

When the initial telephone report is made, the mandated reporter should note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)

The Department of Justice form may be obtained from the district office or other appropriate agencies, such as the county probation or welfare department or the police or sheriff's department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
b. The child’s name and address, present location, and, where applicable, school, grade, and class.
c. The names, addresses, and telephone numbers of the child’s parents/guardians.
d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the principal, or the Superintendent Chief Learning Officer or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent Chief Learning Officer or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)
Training

Within the first six weeks of each school year, the Superintendent Chief Learning Officer or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The Superintendent Chief Learning Officer or designee shall use the online training module provided by the California Department of Social Services. (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent Chief Learning Officer or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.

3. The selected person shall not discuss the facts or circumstances of the case with the child.

4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent Chief Learning Officer or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

(cf. 5145.11 - Questioning and Apprehension by Law Enforcement)

Parent/Guardian Complaints

Upon request, the Superintendent Chief Learning Officer or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

(cf. 1312.1 - Complaints Concerning District Employees)

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

The Superintendent Chief Learning Officer or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Superintendent Chief Learning Officer or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent Chief Learning Officer or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)

3. No employee shall be subject to any sanction by the district for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Child Abuse, Sexual Misconduct, and Boundary Violation Prevention

This information is provided in an internal TTUSD document. Please see Exhibit H in our internal Comprehensive School Safety Plan for our Child Abuse, Sexual Misconduct, and Boundary Violation Prevention Procedures.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

The Tahoe Truckee Unified School District will take all necessary measures to keep students, staff, and visitors safe in the event of a disaster. The TTUSD Emergency Response Plan will be provided to each school site and is not available to the Public. The Emergency Response Plan includes the following:
Incorporates strategies of the Incident Command System, Standardized Emergency Management System, and National Incident Management System.
Maps out specific evacuation procedures within the school disaster plan.
Provides guidance for emergency response to a variety of potential hazards and incidents, including “duck and cover” procedures following an earthquake.
Identifies emergency response training and exercise opportunities for students and staff.

Adaptations for Students with Disabilities

For the purposes of this section, students with special needs are those who cannot comfortably or safely access and use the standard resources offered in disaster preparedness, relief and recovery, whether their disability is chronic or temporary. For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival. To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws;
know the special needs demographics of the students attending classes on site;
involve students with different types of disabilities and staff and teachers in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency;
consider emergency accommodations for those with temporary disabilities;
identify existing resources within the school and local community that meet the special needs of these students; develop new community partners and resources, as needed;
inform parents about the efforts to keep their child safe at school;
identify medical needs and make an appropriate plan;
determine transportation needs, special vans and buses for students;
identify any necessary tools such as personal response plans, evacuation equipment or visual aids;
include local responders and as appropriate assist in establishing a relationship between first responders and individual students with disabilities and their educational support staff.

Americans with Disabilities Act (ADA) Considerations
Emergency preparedness and response programs must be made accessible to individuals with access and functional needs and as required by the Americans with Disabilities Act of 1990 (ADA). Access and functional needs populations may have additional needs before, during and after an emergency in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Included in the District’s planning efforts for those with access and functional needs are notification supervision, medical and care protocols, evacuation considerations, emergency transportation issues, sheltering considerations, accessibility to the PK-8 School District EOP, medications, accessibility to mobility devices while in transit or sheltering and accessibility to information.
Emergency Preparedness for Students with Disabilities

Evacuation
Are all evacuation routes (on and off-campus) clearly marked and navigable by students who use a wheelchair, walker, cane or have limited mobility/visual impairments?

Does the student attend class/activities upstairs and have a physical disability that makes it difficult to negotiate stairs?

Plan for Evacuation Assistance

- Stay calm
- Explain what is happening and what students need to do even if you think they don't understand
- Make sure all staff members know what to do
- Know the students, their needs and fragilities
- Pre-identify and train 3 rescuers (and back-ups for each rescuer) for every student needing assistance
- Evacuate necessary equipment with students and keep it ready to go by the door
- Rescuers and students must practice and participate fully in all emergency drills

Mobility Disabilities Evacuation
Demonstrate to staff how to evacuate wheelchairs. Evaluate which methods will work best for your individual students. Devices can be used to assist multiple students if necessary.

Moderate/Severe Special Day Class (SDC)Evacuation

- Speak calmly
- Speak in short, clear phrases
- Extra practice helps students gain familiarity with the evacuation route
- Gain students' attention
- Communicate (verbal, visual, modeling) hazards as you guide
- Allow extra processing time for response
- Consider tactile strips along the evacuation route
- Account for unaccompanied students immediately in an emergency
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up
- Increased supervision if possible
- Check for injuries if appropriate
- If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device
- Ensure emergency supply bag is accessible and clearly marked (backpacks are recommended for carrying supplies to keep hands free)
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in bin

Earthquake
Does the student have a physical disability that makes getting under a desk difficult?
Lock/Cover/Hold on instead of Drop/Cover/Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels
- Cover head and eyes to best of ability
- Rescuers need to Drop, Cover, and Hold on, too

Transportation/Relocation

- Know what type and number of specialized buses you may need for transportation
- Talk with families about their plan to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer period of time.

Public Agency Use of School Buildings for Emergency Shelters

We offer our schools for public shelters in case of a natural disaster or pandemic event. We cooperate with the Placer, Nevada, and El Dorado County Emergency Response Team as well as the Town of Truckee Emergency Management Team and the Red Cross. If our buildings are used as shelters during the school day, non students are supervised to protect the safety of our students.The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community. (Ed code 32282 B (V ii))

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))
While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to, or coming from a school-sponsored activity
District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student in grades K-3 may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)
Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

Selling or otherwise furnishing a firearm

Brandishing a knife at another person

Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058

Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4

Possessing an explosive as defined in 18 USC 921
For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))
That other means of correction are not feasible or have repeatedly failed to bring about proper conduct

That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others
A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent Chief Learning Officer or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically

disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

See Administrative Regulations 5144.1 and 5144.2 for complete suspension and expulsion definitions and procedures.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

(d) The information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

Students
Board Policy 5145.7
The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages students who feel that they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Title IX Coordinator.

Once notified, the Title IX Coordinator shall ensure the complaint or allegation is addressed through AR 5145.71 - Title IX Sexual Harassment Complaint Procedures or BP/AR 1312.3 - Uniform Complaint Procedures, as applicable. Because a complaint or allegation that is dismissed or denied under the Title IX complaint procedure may still be subject to consideration under state law, the Title IX Coordinator shall ensure that any implementation of AR 5145.71 concurrently meets the requirements of BP/AR 1312.3.

The Title IX Coordinator shall offer supportive measures to the complainant and respondent, as deemed appropriate under the circumstances.

The Superintendent Chief Learning Officer or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's web site, and including it in student and staff handbooks. All district staff shall be trained regarding the policy.

Instruction/Information

The Superintendent Chief Learning Officer or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

2. A clear message that students do not have to endure sexual harassment under any circumstance

3. Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

8. A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including dismissal, in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law and district policies and regulations, the Superintendent Chief Learning Officer or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Administrative Regulation 5145.7
Definitions

Sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

4. Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Any prohibited conduct that occurs off campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant or victim of the conduct.

For purposes of applying the complaint procedures specified in Title IX of the Education Amendments of 1972, sexual harassment is defined as any of the following forms of conduct that occurs in an education program or activity in which a district school exercises substantial control over the context and respondent: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

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

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

Examples of Sexual Harassment

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment under state and/or federal law, in accordance with the definitions above, include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions

2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

3. Graphic verbal comments about an individual's body or overly personal conversation

4. Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

5. Spreading sexual rumors

6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class

7. Massaging, grabbing, fondling, stroking, or brushing the body

8. Touching an individual's body or clothes in a sexual way

9. Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

10. Displaying sexually suggestive objects

11. Sexual assault, sexual battery, or sexual coercion

12. Electronic communications containing comments, words, or images described above

Title IX Coordinator/Compliance Officer

The district designates the following individual(s) as the responsible employee(s) to coordinate its efforts to comply with Title IX of the Education Amendments of 1972 in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures, as well as to oversee investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures. The Title IX Coordinator(s) may be contacted at:

Executive Director of Student Services
11603 Donner Pass Road
Truckee, CA 96161
(530) 582-2560

Notifications

The Superintendent Chief Learning Officer or designee shall notify students and parents/guardians that the district does not discriminate on the basis of sex as required by Title IX and that inquiries about the application of Title IX to the district may be referred to the district's Title IX Coordinator and/or to the Assistant Secretary for Civil Rights, U.S. Department of Education. (34 CFR 106.8)

The district shall notify students and parents/guardians of the name or title, office address, email address, and telephone number of the district's Title IX Coordinator. (34 CFR 106.8)

A copy of the district's sexual harassment policy and regulation shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

2. Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

3. Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school. (Education Code 231.6)

4. Be posted, along with the name or title and contact information of the Title IX Coordinator, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6; 34 CFR 106.8)

5. Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

6. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

7. Be included, along with the name or title and contact information of the Title IX Coordinator, in any handbook provided to students or parents/guardians (34 CFR 106.8)

The Superintendent Chief Learning Officer or designee shall also post the definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8, in a prominent location on the district's web site in a manner that is easily accessible to parents/guardians and students. (Education Code 234.6)

Reporting Complaints

A student or parent/guardian who believes that the student has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, the principal, the district's Title IX Coordinator, or any other available school employee. Within one school day of receiving such a report, the principal or other school employee shall forward the report to the district's Title IX Coordinator. Any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report the observation to the principal or Title IX Coordinator. The report shall be made regardless of whether the alleged victim files a formal complaint or requests confidentiality.

When a report or complaint of sexual harassment involves off-campus conduct, the Title IX Coordinator shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX Coordinator determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the Title IX Coordinator shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with applicable district complaint procedures.

Complaint Procedures

All complaints and allegations of sexual harassment by and against students shall be investigated and resolved in accordance with law and district procedures. The Title IX Coordinator shall review the allegations to determine the applicable procedure for responding to the complaint. All complaints that meet the definition of sexual harassment under Title IX shall be investigated and resolved in accordance with AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Other sexual harassment complaints shall be investigated and resolved pursuant to BP/AR 1312.3 - Uniform Complaint Procedures.

If sexual harassment is found following an investigation, the Title IX Coordinator, or designee in consultation with the Coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, implement remedies, and address any continuing effects.

Administrative Regulation 5145.71
The complaint procedures described in this administrative regulation shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a student, while in an education program or activity in which a district school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. A district employee conditioning the provision of a district aid, benefit, or service on the student's participation in unwelcome sexual conduct

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

3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291

All other sexual harassment complaints or allegations brought by or on behalf of students shall be investigated and resolved in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by the district's Title IX Coordinator.

Because the complainant has a right to pursue a complaint under BP/AR 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Title IX Coordinator shall ensure that all requirements and timelines for BP/AR 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A student who is the alleged victim of sexual harassment or the student's parent/guardian may submit a report of sexual harassment to the district's Title IX Coordinator using the contact information listed in AR 5145.7 - Sexual Harassment or to any other available school employee, who shall forward the report to the Title IX Coordinator within one day of receiving the report.

Upon receiving such a report, the Title IX Coordinator shall inform the complainant of the right to file a formal complaint and the process for filing a formal complaint. (34 CFR 106.44)

A formal complaint, with the complainant's physical or digital signature, may be filed with the Title IX Coordinator in person, by mail, by email, or by any other method authorized by the district. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Title IX Coordinator shall file a formal complaint in situations when a safety threat exists. In addition, the Title IX Coordinator may file a formal complaint in other situations as permitted under the Title IX regulations, including as part of the district's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the Title IX Coordinator shall provide the alleged victim notices as required by the Title IX regulations at specific points in the complaint process.

The Title IX Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process shall not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. Such persons shall receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Title IX Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be nondisciplinary, nonpunitive, and designed to restore or preserve equal access to the district's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the district's educational environment or to deter sexual harassment. Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44)

The district shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the district's ability to provide the supportive measures. (34 CFR 106.30)

Emergency Removal from School

A student shall not be disciplined for alleged sexual harassment under Title IX until the investigation has been completed. However, on an emergency basis, the district may remove a student from the district's education program or activity, provided that the district conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

If a district employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

Dismissal of Complaint

The Title IX Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Title IX Coordinator shall also dismiss any complaint in which the alleged conduct did not occur in

the district's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies the district in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer enrolled or employed by the district, or sufficient circumstances prevent the district from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Title IX Coordinator shall promptly send written notice of the dismissal and the reasons for the dismissal simultaneously to the parties, and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed, the conduct may still be addressed pursuant to BP/AR 1312.3 - Uniform Complaint Procedures as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, the district may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. The district shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

The district may facilitate an informal resolution process provided that the district: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.

2. Obtains the parties' voluntary, written consent to the informal resolution process

3. Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student

Written Notice

If a formal complaint is filed, the Title IX Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. The district's complaint process, including any informal resolution process

2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.

If, during the course of the investigation, new Title IX allegations arise about the complainant or respondent that are not included in the initial notice, the Title IX Coordinator shall provide notice of the additional allegations to the parties.

3. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process

4. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence

5. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Title IX Coordinator.

Investigation Procedures

During the investigation process, the district's designated investigator shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence

2. Not restrict the ability of either party to discuss the allegations under investigation 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 to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney

4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although the district may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties

5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate

6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence obtained as part of the investigation that is directly related to the allegations raised in the complaint, and provide the parties at least 10 days to submit a written response for the investigator to consider prior to the completion of the investigative report

7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness

8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

If the complaint is against an employee, rights conferred under an applicable collective bargaining agreement shall be applied to the extent they do not conflict with the Title IX requirements.

Written Decision

The Superintendent Chief Learning Officer shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Title IX Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 60 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, the decision-maker shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. The same standard of evidence shall be used for formal complaints against students as for complaints against employees. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30

2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if the district includes hearings as part of the grievance process

3. Findings of fact supporting the determination

4. Conclusions regarding the application of the district's code of conduct or policies to the facts

5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions the district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the district's educational program or activity will be provided by the district to the complainant

6. The district's procedures and permissible bases for the complainant and respondent to appeal

Appeals

Either party may appeal the district's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Title IX Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, the district shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator

3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome

4. Issue a written decision describing the result of the appeal and the rationale for the result

5. Provide the written decision simultaneously to both parties

An appeal must be filed in writing within 10 calendar days of receiving the notice of the decision or dismissal, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

The district's decision may be appealed to the California Department of Education within 30 days of the written decision in accordance with BP/AR 1312.3.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, the district shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be nondisciplinary or nonpunitive and need not avoid burdening the respondent. (34 CFR 106.45)

Corrective/Disciplinary Actions

The district shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

For students in grades 4-12, discipline for sexual harassment may include suspension and/or expulsion. After the completion of the complaint procedure, if it is determined that a student at any grade level has committed sexual assault or sexual battery at school or at a school activity off school grounds, the principal or Superintendent Chief Learning Officer shall immediately suspend the student and shall recommend expulsion. (Education Code 48900.2, 48915)

Other actions that may be taken with a student who is determined to be responsible for sexual harassment include, but are not limited to:

1. Transfer from a class or school as permitted by law

2. Parent/guardian conference

3. Education of the student regarding the impact of the conduct on others

4. Positive behavior support

5. Referral of the student to a student success team

6. Denial of participation in extracurricular or cocurricular activities or other privileges as permitted by law

When an employee is found to have committed sexual harassment or retaliation, the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

Record-Keeping

The Superintendent Chief Learning Officer or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom

2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including the district's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances

3. All materials used to train the Title IX Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. The district shall make such training materials publicly available on its web site, or if the district does not

maintain a web site, available upon request by members of the public.

Personnel
The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.

Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim.

This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

(cf. 4117.7/4317.7 - Employment Status Reports)

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

The Superintendent Chief Learning Officer or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation

2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Ensuring prompt, thorough, and fair investigation of complaints

4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

The Superintendent Chief Learning Officer or designee shall periodically evaluate the effectiveness of the district's strategies to prevent and address harassment. Such evaluation may involve conducting regular anonymous employee surveys to assess whether harassment is occurring or is perceived to be tolerated, partnering with researchers or other agencies with the needed expertise to evaluate the district's prevention strategies, and using any other effective tool for receiving feedback on systems and/or processes. As necessary, changes shall be made to the harassment policy, complaint procedures, or training.

Sexual Harassment Reports and Complaints

Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent Chief Learning Officer, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

This administrative regulation shall apply to all allegations of sexual harassment involving employees, interns, volunteers, and job applicants, but shall not be used to resolve any complaint by or against a student.

Definitions

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; Government Code 12940; 2 CCR 11034)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.

2. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the individual.

3. Submission to or rejection of the conduct is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the district.

Prohibited sexual harassment also includes conduct that, regardless of whether or not it is motivated by sexual desire, is so severe or pervasive as to unreasonably interfere with the victim's work performance or create an intimidating, hostile, or offensive work environment.

Examples of actions that might constitute sexual harassment in the work or educational setting, whether committed by a supervisor, a co-worker, or a non-employee, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors

2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects

3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Training

The Superintendent Chief Learning Officer or designee shall ensure that all employees receive training regarding the district's sexual harassment policies when hired and periodically thereafter. The training shall include how to recognize prohibited or harassing conduct, the procedures for reporting and/or filing complaints involving an employee, employees' duty to use the district's complaint procedures, and employee obligations when a sexual harassment report involving a student is made to the employee. The training shall also include information about processes for employees to informally share or obtain information about harassment without filing a complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 5145.7 - Sexual Harassment)

Every two years, the Superintendent Chief Learning Officer or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted employees shall receive training within six months of their assumption of the new position. (Government Code 12950.1)

A supervisory employee is any employee having the authority, in the interest of the district, to hire, transfer, suspend, lay off, promote, discharge, assign, reward, or discipline other employees, or the responsibility to direct them, adjust their grievances, or effectively recommend such action, when the exercise of the authority is not of a merely routine or clerical nature, but requires the use of independent judgment. (Government Code 12926)

(cf. 4300 - Administrative and Supervisory Personnel)

The district's sexual harassment training and education program for supervisory employees shall be aimed at assisting them in preventing and effectively responding to incidents of sexual harassment, as well as implementing mechanisms to promptly address and correct wrongful behavior. The training shall include, but is not limited to, the following: (Government Code 12950.1; 2 CCR 11024)

1. Information and practical guidance regarding federal and state laws on the prohibition, prevention, and correction of sexual harassment, the remedies available to sexual harassment victims in civil actions, and potential district and/or individual exposure or liability

2. The types of conduct that constitute sexual harassment and practical examples that illustrate sexual harassment, discrimination, and retaliation using training modalities such as role plays, case studies, and group discussions, based on factual scenarios taken from case law, news and media accounts, and hypotheticals based on workplace situations and other sources

3. A supervisor's obligation to report sexual harassment, discrimination, and retaliation of which he/she becomes aware and what to do if the supervisor himself/herself is personally accused of harassment

4. Strategies for preventing harassment, discrimination, and retaliation and appropriate steps to ensure that remedial measures are taken to correct harassing behavior, including an effective process for investigation of a complaint

5. The essential elements of the district's anti-harassment policy, including the limited confidentiality of the complaint process and resources for victims of unlawful sexual harassment, such as to whom they should report any alleged sexual harassment, and how to use the policy if a harassment complaint is filed

6. A copy of the district's sexual harassment policy and administrative regulation, which each participant shall acknowledge in writing that he/she has received

7. The definition and prevention of abusive conduct that addresses the use of derogatory remarks, insults, or epithets, other verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, and the gratuitous sabotage or undermining of a person's work performance

8. Practical examples of harassment based on gender identity, gender expression, and sexual orientation

The Superintendent Chief Learning Officer or designee shall retain the records of any training provided to supervisory employees for at least two years. Such records shall include the names of trained employees, the training date, the training type, and the training provider's name.(2 CCR 11024)

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, district office, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted

2. Be provided to every district employee at the beginning of the first quarter or semester of the school year or whenever a new

employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive a copy of an information sheet prepared by the California Department of Fair Employment and Housing (DFEH) or the district that contains, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment

2. The definition of sexual harassment under applicable state and federal law

3. A description of sexual harassment, with examples

4. The district's complaint process available to the employee

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)

6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 11021 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, the DFEH poster on discrimination in employment and the illegality of sexual harassment and the DFEH poster regarding transgender rights. (Government Code 12950)

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent Chief Learning Officer or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent Chief Learning Officer or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Truckee Elementary School

The safety of students and staff is a primary concern of Truckee Elementary. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among support staff, teachers, and the administration.

Visitor Protocols include signing in with a government issued identification card into our Raptor system, which includes COVID screening question. All visitors then wear a Raptor issued identification badge while on campus until the sign out of the system and exit the building. We also have all exterior doors locked after school begins at 9:05. Classrooms are also directed to have all classroom doors locked during school hours per ALICE protocols.

The School Site Safety Plan was most recently revised in December 2025 by the Safety Lead and administration. The Safety Plan is reviewed with all staff members at the beginning of each school year. Key elements of the Safety Plan focus on the following:

School rules and procedures
Sexual harassment policy
Current status of school crime
Notification to teachers
Child abuse reporting procedures
School-wide dress code
Policies related to suspension/expulsion
Disaster procedures/routine and emergency drills
Safe ingress and egress of pupils, parents, and school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Evacuation, Shelter-in-Place, Duck/Cover/Hold, and/or ALICE drills are conducted on a monthly basis throughout the school year. This year, in accordance with Tahoe Truckee Unified School District, Truckee Elementary staff and students will be trained in ALICE response, which will include transitioning to drills that educate staff and students on how to appropriately respond to an armed intruder threat.

Truckee Elementary School continually strives to be a respected place of learning where all individuals feel safe, cared for, and connected.

Overall Goals and Objectives are listed in Goals 3 and 4 of the 2024-2025 School Plan.

Ingress/Egress Plan 2024-2025

Primary Location
(Day to Day Operations)
Secondary Location
(Emergency Plan)
Parent/Student
Drop off & pick up
Drop off and pick up will be in the lower loop lot (TK-5).
Depending on the type of emergency, pick up will be in the front parking lot or at the eastern lower bus loop.
Bus Drop off & pick up
Bus lanes in front of the school. The bus has access to bus lanes driveway from Donner Pass Road.
During an emergency, the Director of Transportation will determine to pick up and drop off procedures. Possible locations: front parking lot, east side of the school.
Public Entrance to School Site
Signs are posted at the entry requiring all persons to check in with front desk. East, West side and rear doors are locked during school hours.
During an emergency, parents will pick up students at a child reunion location, to be determined.
Student/Staff Evacuation
(by walking)
Evacuation of students and staff as directed on posted evacuation maps and classroom emergency clipboards.
Depending on the nature of the emergency, the safest location will be determined. Alternative locations: Factory Outlet parking lot, District Office, Truckee High School.
Student/Staff Evacuation
(by bus)
Student pick up and drop off is accessible at the front of the school in the parking lot and in the lower loop between Truckee Elementary and Truckee High School.
Depending on the nature of the emergency, the Director of Transportation will coordinate evacuation sites: Donner State Park, District Office. Extreme location: Fence to I-80 cut and students/staff could board buses in the freeway side area.
Street Access Points
Donner Pass Road
Evacuation Areas within walking distance
Truckee High School, Factory Outlet Parking Lot
Truckee High School, Factory Outlets, District Office
Special Needs Students
Bus transportation, students have their own equipment (e.g. strollers and wheelchairs)
Wagon available in classroom/back west door, wheelchair available in classroom/office, wagons available in back west door/staff room/office.

Code to gate, rally points, and reunification point are not included publicly for safety reasons.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

Socio-emotional Well being

Element:

Students will learn in an engaging and culturally responsive environment that is emotionally and physically safe.

Opportunity for Improvement:

Targeting at-risk individuals for "Mini Grit" program, Wellness Center at elementary level, additional counseling support

Objectives	Action Steps	Resources	Lead Person	Evaluation
Caring Connections and Trusted Adult Protocols	Implemented with staff and students 3 x/ year		Perkins	3 x/ year
Counselor 1.0 FTE; Wellness Coordinator 1.0 FTE	Whole class, small group, 1:1 counseling		Mora and Blume	Bi-annual
Trauma Informed Training	PD		Perkins	Bi-monthly
PBIS	Ongoing PD and implementation of PBIS strategies school wide		Perkins and Galles	Behavior referrals, Cub Bucks, DESSA, Caring Connection, Student of the Month
Psychologists	Small group, 1:1, and IEP support		McKurtis and Burley	Bi-annual
Coordinated Care Team	Meets weekly to support and strategize support for referred children		Perkins, Galles, Mora, McKurtis, Roth, Blume	Behavior referrals, Cub Bucks, DESSA, weekly updates
Fifth Grade Leadership	Weekly mentorship and school wide planning		Perkins	
Recess Clubs	Weekly clubs for alternatives at recess		Enrichment, Mora	
Social Emotional Learning (Second Step, Mindfulness, Community Circles)	Daily and weekly lessons school wide and within classrooms; counselor also supports SEL lessons as needed for specific issues and restorative practices	Second Step	Mora	Behavior referrals, Cub Bucks, DESSA
Satchel Pulse assessment tool for strengths based targeted support and SEL	Administered 2 x/ year	Satchel Pulse	Galles, Perkins, Blume and Mora	2 x/ year

Goal

Component:

Physical Safety and Emergency Preparedness

Element:

Students will learn in an engaging and culturally responsive environment that is emotionally and physically safe.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
ALICE Training	BOY and monthly Table Talks		Ryan Galles	
Drills/Schedule	https://docs.google.com/document/d/1oy_6i8PsSvPJyJlkIJ2owuA1gMX1AqAzcbZ6m0Oro2M/edit?usp=sharing		Ryan Galles	Monthly
Cleanliness Inspections	Head Custodian will perform daily inspections of the site to assess cleanliness and safety hazards		Head Custodian	Head Custodian will report inspection status to Administration daily
Facilities Maintenance/ FIT inspections	The Maintenance department will conduct annual maintenance inspections of the campus using the Facilities Inspection Tool prescribed by the Office of Public School Construction.	FIT report	Pat McKechnie	The maintenance department will review the FIT report and schedule repairs as needed
Supervision	https://docs.google.com/document/d/11Cy3thUpF-Ka54qi3Xk9x6PxvdDfjRV4BOwF9eXYb9Y/edit?usp=sharing		Ryan Galles	Ongoing
Snow Removal	The maintenance department will provide snow removal service for parking lots, fire lanes and black top areas during snow events. Site custodians will clear walkways and ingress/egress areas before school and during the school day.		Pat McKechnie; Head Custodian	Administrators and Custodians will report snow removal progress to the Coordinator of Maintenance and the District Operations Supervisor.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identification of Hazards	All site personnel are responsible for identifying building components in need of repair and safety hazards. Maintenance repairs not affecting the safety of students and staff should be report to the Maintenance Department through SchoolDude, the District's work order system. Any maintenance item or hazard that poses a threat to the safety of students and staff should be reported immediately to the Coordinator of Maintenance or Director of Facilities and Operations. The area of the hazard should be cordoned off to prevent injury.		Pat McKechnie; Rob Koster	Ongoing
Monthly Maintenance and Custodial Check-Ins	The Coordinator of Maintenance will perform monthly check-ins with the Principal to discuss maintenance needs, work order progress, and site cleanliness. The District Operations Supervisor will perform quarterly custodial inspections.		Joaquin Sanchez; Pat McKechnie	Monthly
Evacuation Maps/Rally Points	Map and rally points not published for security and safety reasons		Ryan Galles	Ongoing

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Truckee Elementary School Student Conduct Code

Conduct Code Procedures

STUDENT BEHAVIOR
“WE ARE SAFE, RESPONSIBLE, AND RESPECTFUL”

School Rules:
In combination with the focus on proactive positive behavior management, character development, and social-emotional support,

the staff have established firm and consistent limits for students that we feel will both protect them and provide a school wide atmosphere that fosters learning. These rules apply to the classroom, playground, and the common areas, as well as on the way to and from school.

Be Safe
Be Responsible
Be Respectful
Be Kind (unofficial fourth rule)

Developmentally, elementary school-aged children require concrete and specific examples of what safe, responsible, and respectful behavior “looks” and “sounds” like. Please see the Truckee Elementary Safe, Responsible, and Respectful Behavior Matrix (in Appendix) that describes target behaviors in each “zone” at school.

Positive Behavior Reinforcement:
Our school plan includes teaching school rules and social emotional skills through programs such as classroom and schoolwide procedures and routines, Second Step, Cub Character Traits, and mindfulness resources; reinforcing appropriate student behavior; and using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences.

Every student, pre-school through fifth grade, has the right to be educated in a safe, respectful and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the implementation of consistent school-wide positive behavior support for every student in our school.

Students Who Follow the School Rules Will Earn
Learning, respect, and positive habits for success!
Verbal and/ or non-verbal positive reinforcement
Positive notes or phone calls home to family
Classroom rewards (such as Mystery Motivators)
Individual rewards (such as Cub Bucks)
School wide recognition and rewards (such as Principal Prides)

Link to School Wide Safe Responsible and Respectful Behavior Matrix by PBIS Zone:
https://docs.google.com/document/d/1Qu7yXWR7npPoH1tCSbx9DI6wSq4F3KNP02NNOXgkaiI/edit

Behavior Support and Discipline:
The discipline system at Truckee Elementary is a progressive system. We view discipline situations as learning opportunities to grow socially and emotionally in a safe environment. The purpose of the discipline system is three-fold:
1) Help students learn to make positive choices and practice positive problem-solving strategies.
2) Provide fair and consistent corrective action.
3) Repair relationships through restorative practices.

Problem Behaviors
Incidents of misconduct will result in corrective action. The corrective action will depend on the frequency, severity, and impact upon others and/or the learning environment. Corrective action may include:
Student conference
Parent contact
Parent conference
Behavior plan
Safety contract
Work duty
Problem solving
In-school suspension
Out of school suspension
Link to district discipline matrix: https://www.ttusd.org/Page/1091

(K) Hate Crime Reporting Procedures and Policies

BP 5145.9 Hate-Motivated Behavior

The Governing Board is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent Chief Learning Officer or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent Chief Learning Officer or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

1. Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively
As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent Chief Learning Officer or designee shall provide staff with training that:
Promotes an understanding of diversity, equity, and inclusion

Discourages the development of discriminatory attitudes and practices

Includes social-emotional learning and nondiscriminatory instructional and counseling methods

Supports the prevention, recognition, and response to hate-motivated behavior

Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct
Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.
Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

TTUSD believes that the preparation of staff and students for potential active shooters on campus is critical. TTUSD has adopted and implemented a comprehensive training program called ALICE. ALICE stands for Alert, Lockdown, Inform, Counter, Evacuate. The ALICE training standard takes a departure from the traditional lockdown process that was in place in the District. ALICE embraces active decision making on the part of the staff and older students to address an armed intruder including an active shooter situation or threatening scenario. All students and staff are trained in ALICE protocols annually using age-appropriate materials. Each site also conducts regular training and drills throughout the school year.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent Chief Learning Officer or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent Chief Learning Officer or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Definitions

Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.

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

Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:
Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures

Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm

Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public

Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles
Measures to Prevent Bullying

The Superintendent Chief Learning Officer or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:
Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously

Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias

Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so
Staff Development

The Superintendent Chief Learning Officer or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

The Superintendent Chief Learning Officer or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:
Discuss the diversity of the student body and school community, including their varying immigration experiences

Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior
Student Instruction

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent Chief Learning Officer or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent Chief Learning Officer or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent Chief Learning Officer, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent Chief Learning Officer or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.

Opioid Prevention and Life-Saving Response Procedures

This information is provided in an internal TTUSD document. Please see Exhibit E in our internal Comprehensive School Safety Plan for our Naloxone Training, Administration, and Distribution Procedures.

Response Procedures for Dangerous, Violent, or Unlawful Activities

This information is provided in an internal TTUSD document. Please see Exhibit F in our internal Comprehensive School Safety Plan for our Threat Assessment Protocol.

Instructional Continuity Plan

See Exhibit I for our Instructional Continuity Plan.

Procedures for Immigration Enforcement Notification

In accordance with California Senate Bill 98 (SB 98), the Tahoe Truckee Unified School District has established procedures for notifying the school community when immigration enforcement activity is confirmed on a school campus. These procedures are intended to support student and staff safety, ensure timely communication, and maintain compliance with applicable state and federal laws.

Applicability
This procedure applies to all District schools, facilities, and school-sponsored activities occurring on District property during instructional hours or school-sponsored events.

Definition
For purposes of this plan, "immigration enforcement" refers to officers or agents acting on behalf of federal immigration authorities who are present on a school campus in an official capacity.

Procedure
When Tahoe Truckee Unified School 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 Tahoe Truckee Unified School District established communication systems.
2. Ensure notifications are factual, neutral, and timely, and do not include personally identifiable information (PII).
3. Coordinate notification efforts through the Superintendent or their designee, in consultation with legal counsel as appropriate.
4. Document the incident and the notification actions taken.

Confidentiality
All communications shall protect the privacy and confidentiality of students, families, and staff, consistent with state and federal law.

Training
Designated administrators and staff will receive guidance on recognizing when immigration enforcement presence is confirmed and how to activate notification procedures.

Section 2: Immigration Enforcement Notification Procedure
(Administrative / Operational Use)

Purpose
To establish a clear, consistent process for responding to and communicating about confirmed immigration enforcement activity on a District campus while maintaining student safety and confidentiality.

Step 1: Confirmation
Immigration enforcement presence is considered "confirmed" when:
- District administration directly observes enforcement personnel on campus, or
- Enforcement personnel identify themselves and state their official purpose, or
- Confirmation is received through law enforcement or legal counsel.
- Staff should immediately notify the site administrator or District Office if immigration enforcement presence is suspected.

Step 2: Administrative Coordination
Upon confirmation, the site administrator shall:
Notify the Superintendent or their designee immediately.
The Superintendent or their designee will contact District legal counsel as appropriate if needed.
The Superintendent or their designee will assist the site administrator with notifications.
Avoid providing access to non-public areas, classrooms or student information unless legally required.

Step 3: Notification

The Tahoe Truckee Unified School District will issue a notification via established communication systems (e.g., email, phone, messaging platform, or emergency notification system).

Notification recipients may include:

- Parents/guardians
- School staff
- Administrators
- Students, as developmentally appropriate

Notification content should:

- State that immigration enforcement presence has been confirmed on campus
- Avoid speculation or assumptions
- Exclude names, identifying details, or immigration status
- Emphasize student safety and continuity of instruction

Step 4: Support Measures
As appropriate, the Tahoe Truckee Unified School District may:

- Provide counseling or student support services
- Share general information about student rights and available resources
- Monitor campus climate and address concerns

Step 5: Documentation
The Tahoe Truckee Unified School District shall document:

- Date and time of the incident
- How enforcement presence was confirmed
- Notification method(s) used
- Administrative actions taken
- Records shall be retained consistent with Tahoe Truckee Unified School District recordkeeping practices.

Step 6: Training
Administrators and designated staff will be trained periodically on:

- SB 98 requirements
- Confirmation standards
- Notification procedures
- Confidentiality obligations

Immigration Enforcement Notification Procedures shall be reviewed annually and updated as required by law or guidance from the California Department of Education or California Department of Justice.

In accordance with California Assembly Bill 49 (AB 49 - California Save Haven Schools Act), the Tahoe Truckee Unified School District has adopted the following Board Policy 1445 - Response to Immigration Enforcement. This policy is intended to be consistent with the California Attorney General's Model Policies relating to immigration enforcement on school campuses. The Tahoe Truckee Unified School District may adopt administrative regulations or procedures as necessary to implement this policy.

The Governing Board is committed to the success of all students and to providing a safe and welcoming place for students, their families, and staff, irrespective of their citizenship or immigration status.

Unless required by state or federal law, required to administer a state or federally supported educational program, or presented with a valid judicial subpoena, judicial warrant, or court order, district staff shall not do any of the following:

1. Solicit or collect information or documents regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
2. Seek or require information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members (Education Code 234.7)
3. To the extent practicable, disclose or provide in writing, verbally, or in any other manner to an officer or employee of an agency

conducting immigration enforcement:
a. The education records of or any information about a student or a student's family or household, such as personal information as defined in Civil Code 1798.3, information about a student's home, or information about a student's travel schedule without parent/guardian written consent (Education Code 234.7)
b. The personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information (Education Code 234.7; Government Code 7285.2)
4. Grant permission to an officer or employee of an agency conducting immigration enforcement to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring (Education Code 234.7; Government Code 7285.1)

However, district staff shall not obstruct, interfere with, or otherwise impede an officer or employee of an agency conducting immigration enforcement who nonetheless enters district provided transportation, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring.

The Superintendent Chief Learning Officer or designee shall report to the Board in a timely manner any requests by an officer or employee of an agency conducting immigration enforcement for any of the following: (Education Code 234.7)

1. Education records of or any information about a student or a student's family or household
2. Personnel records of any district employee, personal information of any district employee as defined in Civil Code 1798.3, or any other confidential employee information
3. Permission to enter a school bus, any other transportation provided by the district, a nonpublic area of any district property or facility, or a nonpublic area where any district-sponsored program or activity is occurring

Complaints alleging discrimination, harassment, intimidation, and bullying based on actual or perceived immigration status shall be filed in accordance with Board Policy/Administrative Regulation 1312.3 - Uniform Complaint Procedures.

The Superintendent Chief Learning Officer or designee shall provide to the California Department of Education, upon request and in the manner requested, copies of this policy, any associated administrative regulation, and any other Board policies and administrative regulations required by Education Code 234.7.

See Exhibit G in our internal Comprehensive School Safety Plan for our Quick Reference for School Officials and draft sample notification language.

Safety Plan Review, Evaluation and Amendment Procedures

School sites will review the Comprehensive School Safety Plan (CSSP) with School Site Council and staff annually and provide opportunity for input and feedback. The Principal will update the plan accordingly and provide copies to local police and fire departments for review. The final updated CSSP will be presented and approved by School Site Council at a public meeting by March 1 of the current school year. Agendas of the meeting will be posted in accordance with the Brown Act and notification of the CSSP review and approval will be sent to the Town Mayor or equivalent as well as representatives of TTEA and CSEA.

Emergency Contact Numbers

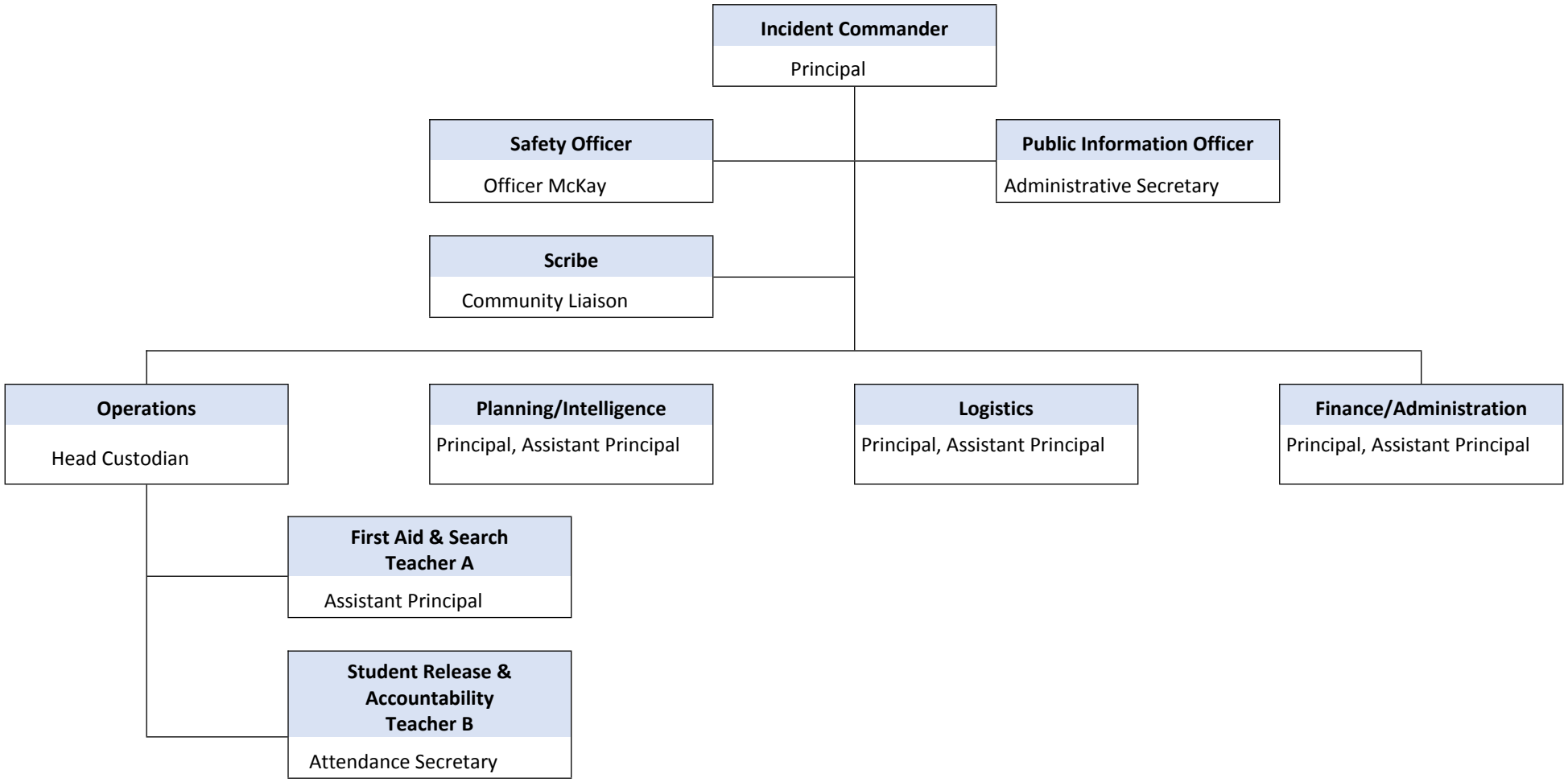
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Public Utilities	Truckee Donner Public Utility District	(530) 587-3896	Electricity/Water/Sewer
Public Utilities	Southwest Gas Corp.	1 (877) 860-6020	Gas
Public Utilities	Tahoe Truckee Sierra Disposal	(530) 583-7800	Waste Management
Law Enforcement/Fire/Paramedic	Truckee Fire Protection District	(530) 582-7850	
Law Enforcement/Fire/Paramedic	Truckee Police Department	(530) 550-2323	
Law Enforcement/Fire/Paramedic	Nevada County Sheriff's Office	(530) 582-7838	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Initial Review of the Comprehensive School Safety Plan with SSC and Staff	School Site Council February 10, 2026 8:30am	TES Leadership January 13, 2026 3:30pm
Updated Plan Sent to Local Police and Fire for Review	January 12, 2026	Proof that plan was sent for review available at District Office
School Site Council Meeting to Review and Approve	School Site Council February 10, 2026, 8:30 am	Agenda/Minutes available at District Office
Notification Sent to Town Mayor informing them of the public meeting to review and approve the Comprehensive School Safety Plan	January 12, 2026	Notification available at District Office

Truckee Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Management
During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

District emergency protocol, contact local authorities, and begin emergency communication protocols as needed.

Animal Disturbance

Below are the steps to take should there be an animal disturbance or a wild animal on campus that could be harmful.

1. Initiate Closed Campus (Shelter in Place). Students remain in their classrooms. Teaching and learning continue as scheduled.
2. Notify the entire campus via loudspeaker and via email to staff of the animal on campus and the specific location.
3. Notify police, the District Office, and neighboring schools.
4. Campus Monitor or staff member observes the animal from a safe location and reports whereabouts to the Administrator on campus.
5. Administrator makes the final determination of when to release the shelter in place.

Armed Assault on Campus

In the event of a violent intruder, the Tahoe Truckee Unified School District uses the ALICE method in place of traditional lockdown. Please read through the information listed below to be familiarized with the protocol.
A-Alert:
An alert can come from anywhere (P.A. system, students, teachers, disruptive actions, etc.). It is important to be aware at all times and react should any type of alert be given.
L- Lockdown:
Door is locked and shut. Lights are turned off. Door is barricaded with furniture or any other items that would effectively prevent a violent intruder from entering the room. Teachers and students should remain on their feet and away from any direct line of fire. At no times are individuals to crowd into a comer making themselves easy targets. Teachers and students should be prepared to use counter measures in the event of a worst case scenario.
I- Inform:
One should assume that no information will be available. However, use whatever methods are available to gain information about the event (email, internet, texting, P.A. system, phone calls, etc.). If you know the location of the intruder, use this to make a decision as to whether you should evacuate or barricade.
C-Counter:
Counter measures are used as a last resort when a violent intruder gains entrance to a room and there are no other means for escape. Counter measures consist of throwing any available objects at the head of the intruder. Also, a SWARM technique may be used where multiple people rush the individual to take them to the ground and hold them there until law enforcement arrives.
E - Evacuate:
Evacuating the building is the first option and should be used whenever it is available. Evacuating to a relocation site is ideal, but leaving the building and surrounding area should be the primary concern. If evacuating isn't possible - due to the close proximity of the intruder -then locking down while barricading is the next step. Look for exits in the classroom as well, such as, other doors, windows, etc.

Active Intruder/ Armed Intruder Response Clipboard Page: Evacuate, Barricade, Counter
HOW TO RESPOND WHEN AN ACTIVE INTRUDER IS IN YOUR VICINITY:
Quickly determine the most reasonable way to protect your own life. Remember that students and visitors are likely to follow the lead of employees and managers during an active intruder situation.
1. EVACUATE
If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible

- Prevent individuals from entering an area where the armed intruder may be
- Keep your hands visible and free of objects (if possible)
- Follow the instructions of any police officers
- Do not attempt to remove wounded people
- Call 911 when safe to do so

2. BARRICADE
If evacuation is not possible, find a place to hide/ barricade where the active intruder is less likely to find you. The purpose of barricade is to deter or delay intruder's entry.

- Be out of the armed intruder's view
- Provide protection if shots are fired in your direction (i.e. closed and locked door)
- Do not trap or restrict your options for movement
- Lock the door
- Barricade the door with heavy furniture and/ or any materials available to keep door from being opened (i.e. tie door, use cables to restrict door hardware, jam door with doorstop)
- Silence cell phones
- Tum off any sources of noise
- Hide behind large items
- Remain quiet
- Dial 911, if possible, to alert police of intruder's location (If you cannot speak, leave 911 line open so dispatcher can listen)
- Prepare for counter

3. COUNTER
As a last resort, and only when your life is in imminent danger, attempt to disrupt and/ or incapacitate intruder. If you are not able to evacuate, barricade, or if ambushed/ there is no opportunity to respond:

- Act as aggressively as possible against him/ her
- Throw items at intruder (improvise weapons)
- Yell
- Swarm intruder (concentrate on where the weapon is)
- Commit to your actions
- Do not engage in "fight" (distract, incapacitate, and evacuate as soon as possible)

In such an event, school and district would use our Blackboard Connect platform to notify families of reunification point and any communication/ updates (including communicating that families should not report to the school in an emergency situation such as this). This communication would be separate from any notifications from local law enforcement agencies (i.e. Nixel, Code Red, etc.)

Biological or Chemical Release

Shelter-in-Place Community HazMat Incident
A community biohazard incident may pose an imminent danger to students/staff: If you are in the classroom

- Most likely, there will be an intercom all-call ordering an immediate shelter-in-place.
- All staff are to immediately close their doors and windows if HazMat is involved.
- Complete the Accountability procedure using the Wing leader Process.
- Students/staff are to remain in a safely closed area, until given the "all clear" signal. Please keep students calm and do not allow any student to leave your area for any reason.
- Do riot call the office for updates as to what is happening. Information will be shared as it is available
- Maintenance / custodial staff are to close off all ventilation within the building.

If you are not in a classroom

- Go to your classroom or a nearby area for safety, taking students with you, securing windows and ventilation.
- Students/staff are to remain in a safely closed area, until given the "all clear" signal. Complete the Accountability procedure using the Wing leader Process.

- Please keep students calm and do not allow any student to leave your area for any reason.
- Do not call the office for updates as to what is happening. Information will be shared as it is available.

Wait for further instructions.

Shelter-in-Place On Campus HazMat Incident
On-site IC/administrators will determine whether sheltering should take place in classrooms or predetermined shelters within the confines of the buildings.
OR
A teacher/ staff person may initiate the process.
If a letter or item is received that contains powder or a written threat:

- Do not shake or empty the envelope.
- Isolate the specific area of the workplace so that no one disturbs the item. Close all windows and doors. Do not allow anyone in or out of the area.
- Call the office for help. State the problem and ask for a staff member to come to help with the students.
- The office MUST notify Custodial Personnel to close/turn off all air moving systems within the building.
- Call 911 and tell them what you received, and what you have done with it. Indicate whether the envelope contains any visible powder or if powder was released.
- Move all students/staff to another room, away from the object.
- When help arrives, make sure an accurate list of all persons in the room is available.
- When emergency responders arrive, they will provide further instructions.
- Complete the Student/ Adult Accountability procedure using the Wing Leader Process.

Important:

- Do not panic.
- Do not walk around with the letter or item.
- Do not shake it.
- Do not merely discard the item.

Bomb Threat/ Threat Of violence

Bomb Threat
NOTE: Sophisticated bombs can be activated by radio signals and electronic devices -limit student use of cellular phones. Pass information and instructions to teachers by messenger.

Phone Call Recipient

- Keep caller on the phone as long as possible and don't hang up.
- If student is answering the phone, have an adult take the call.
- Signal someone to alert the Principal's office/IC.
- Write down everything the caller says.
- Gather as much information as possible about the caller (sex, age,, ethnicity, accent.)
- Notice any background noises.

Principal's Office/IC

- Talk to the recipient of the call and make an assessment.
- Decide whether or not to evacuate the building.
- Call 911.
- Call the District Office. They will ensure that the necessary Administrators and Board Members are notified.
- If evacuation is necessary, refer to evacuation procedures.
- If a shelter-in-place is necessary, refer to shelter in-place procedures.
- Under no circumstances are employees to touch a suspicious item.

AR 3516.2 - Bomb Threats

To maintain a safe and secure environment for district students and staff, the Superintendent Chief Learning Officer or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 4040 - Employee Use of Technology)
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
Receiving Threats
Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices.
If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.
Response Procedure
The following procedure shall be followed when a bomb threat is received:
1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent Chief Learning Officer or designee noting of the time threat was made. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent Chief Learning Officer or designee.
3. The Superintendent Chief Learning Officer or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)
4. The Superintendent Chief Learning Officer or designee shall turn off any two-way radio equipment which is located in a threatened building.
Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
(cf. 3515.3 - District Police/Security Department)
No one shall reenter the threatened building(s) until the Superintendent Chief Learning Officer or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
(cf. 3516.5 - Emergency Schedules)
To the extent possible, the Superintendent Chief Learning Officer or designee shall maintain communications with staff, parents/guardians, the Governing Board, other governmental agencies, and the media during the period of the incident.
(cf. 1112 - Media Relations)
Following the incident, the Superintendent Chief Learning Officer or designee shall provide crisis counseling for students and/or staff as needed.
(cf. 6164.2 - Guidance/Counseling Services)
Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.
(cf. 4118 - Suspension/Disciplinary Action)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131 - Conduct)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

Bus Disaster

AR 3543 - Transportation Safety and Emergencies

Cautionary Notice 2010-13: AB 1610 (Ch. 724, Statutes of 2010) amended Education Code 37252.2 and Government Code 17581.5 to relieve districts from the obligation, until July 1, 2013, to perform any activities that are deemed to be reimbursable state mandates under those sections. As a result, certain provisions of the following policy or administrative regulation that reflect those requirements may be suspended.

Safety Equipment

Each school bus shall be equipped with at least one fire extinguisher located in the driver's compartment which meets the standards specified in law. (Education Code 39838; 13 CCR 1242)

The Superintendent Chief Learning Officer or designee shall ensure that any school bus which is purchased or leased by the district is equipped with a combination pelvic and upper torso passenger restraint system at all designated seating positions if that bus: (Vehicle Code 27316, 27316.5; 13 CCR 1201)

1. Is a Type 1 school bus designed for carrying more than 16 passengers and the driver and is manufactured on or after July 1, 2005
2. Is a Type 2 school bus or student activity bus designed for carrying 16 or fewer passengers and the driver, or designed for carrying 20 or fewer passengers and the driver and having a manufacturer's vehicle weight rating of 10,000 pounds or less, and is manufactured on or after July 1, 2004

When a school bus or student activity bus is equipped with a passenger restraint system, all passengers shall use the passenger restraint system. (5 CCR 14105)

Safe Bus Operations

School buses and student activity buses shall not be operated whenever the number of passengers exceeds bus seating capacity, except when necessary in emergency situations which require that individuals be transported immediately to ensure their safety.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

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 shall have the authority to discontinue bus operation whenever they determine that it is unsafe to continue operation because of reduced visibility. (Vehicle Code 34501.6)

(cf. 3516.5 - Emergency Schedules)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

A person shall not drive a motor vehicle while using a wireless telephone, except under the following conditions: (Vehicle Code 23123, 23125)

1. When he/she uses a wireless telephone that is specifically designed and configured to allow hands-free listening and talking, provided it is used in that manner while driving
2. For emergency purposes, including, but not limited to, an emergency call to a law enforcement agency, health care provider, fire department, or other emergency service agency or entity
3. In the case of a school bus driver, for work-related purposes

(cf. 3513.1 - Cellular Phone Reimbursement)

(cf. 4040 - Employee Use of Technology)

A person shall not drive a motor vehicle while using an electronic wireless communications device to write, send, or read a text-based communication, including, but not limited to, text messages, instant messages, and email. This prohibition does not include reading, selecting, or entering a telephone number or name in an electronic wireless communications device for the purpose of making or receiving a telephone call. (Vehicle Code 23123.5)

The Superintendent Chief Learning Officer or designee shall review all investigations of bus incidents and accidents to develop preventative measures.

(cf. 4112.42/4212.42/4312.42 - Drug and Alcohol Testing for School Bus Drivers)

The Superintendent Chief Learning Officer 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 CCR 1256.5)

(cf. 3515.2 - Disruptions)

Transportation Safety Plan for Boarding and Exiting Buses

The Superintendent Chief Learning Officer or designee shall develop a transportation safety plan containing procedures for school personnel to follow to ensure the safe transport of students. The plan shall include all of the following: (Education Code 39831.3)

1. Procedures for determining if students in grades prekindergarten through 8 require an escort to cross a private road or highway at a bus stop pursuant to Vehicle Code 22112
2. Procedures for all students in grades prekindergarten through 8 to follow as they board and exit the bus at their bus stops
3. Procedures for boarding and exiting a school bus at a school or other trip destination

A copy of the plan shall be kept at each school site and made available upon request to the California Highway Patrol. (Education

Code 39831.3)
Notifications
The Superintendent Chief Learning Officer or designee shall provide written safety information to the parents/guardians of all students in grades prekindergarten through 6 who have not previously been transported in a school bus or student activity bus. This information shall be provided upon registration and shall contain: (Education Code 39831.5)
1. A list of school bus stops near each student's home
2. General rules of conduct at school bus loading zones
3. Red light crossing instructions
4. A description of the school bus danger zone
5. Instructions for safety while walking to and from school bus stops
(cf. 5145.6 - Parental Notifications)
Student Instruction
All students who are transported in a school bus or student activity bus shall receive instruction in school bus emergency procedures and passenger safety. (Education Code 39831.5)
The Superintendent Chief Learning Officer or designee shall ensure that instruction is provided to students as follows:
1. The Superintendent Chief Learning Officer or designee shall annually provide appropriate instruction in safe riding practices and emergency evacuation drills to each student who receives home-to-school transportation in a school bus. (5 CCR 14102)
2. At least once each school year, all students in grades prekindergarten through 8 who receive home-to-school transportation shall receive safety instruction which includes, but is not limited to: (Education Code 39831.5)
a. Proper loading and unloading procedures, including escorting by the driver
b. How to safely cross the street, highway, or private road
c. In school buses with passenger restraint systems, instruction in the use of such systems as specified in 5 CCR 14105, including, but not limited to, the proper fastening and release of the passenger restraint system, acceptable placement of passenger restraint systems on students, times at which the passenger restraint systems should be fastened and released, and acceptable placement of the passenger restraint systems when not in use
d. Proper passenger conduct
(cf. 5131.1 - Bus Conduct)
e. Bus evacuation procedures
f. Location of emergency equipment
As part of this instruction, students shall evacuate the school bus through emergency exit doors. Instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)
Each time the above instruction is given, the following information shall be documented: (Education Code 39831.5)
a. District name
b. School name and location
c. Date of instruction
d. Names of supervising adults
e. Number of students participating
f. Grade levels of students
g. Subjects covered in instruction
h. Amount of time taken for instruction
i. Bus driver's name
j. Bus number
k. Additional remarks
This documentation shall be kept on file at the district office or the school for one year and shall be available for inspection by the California Highway Patrol. (Education Code 39831.5)
3. 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: (Education Code 39831.5)
a. Location of emergency exits
b. Location and use of emergency equipment
This instruction also may include responsibilities of passengers seated next to an emergency exit. (Education Code 39831.5)

Cardiac Arrest

A heart attack is a blockage of the blood vessels that supply oxygen to the heart muscle. The person may be awake, and if left

untreated, the heart attack may progress to cardiac arrest.

Signs and Symptoms: Chest pain or discomfort that lasts longer than 3-5 minutes or spreads, shortness of breath, dizziness, or nausea.

Most people who die of a heart attack die within 2 hours of first experiencing signs or symptoms.

Cardiac arrest is when the heart stops beating or beats too ineffectively to circulate blood to the brain and other vital organs.

Signs and Symptoms: the person is unresponsive, not breathing or only gasping.

Every minute counts as brain damage can begin between 4-6 minutes and after 8-10 minutes, brain damage can become irreversible.

Immediate Action to Take:
1. Call 911 or have someone nearby call 911 immediately. The emergency dispatcher can guide you on what you can do until advanced medical help arrives, including how to perform Hands-Only CPR.
2. Check to see if the person is breathing or responsive.
3. Send someone to get the AED. AED locations:
1. By the cafeteria
2. Between classrooms 42 and 43D
4. If the person is not breathing (or only gasping) and they are not responsive, start CPR immediately. If you don't know CPR, administer hands-only CPR, pushing hard and fast on the center of the chest.
a. Put one hand on top of the other on the middle of their chest. Keeping arms straight, push hard and fast - 100 presses/minute. Let the chest completely recoil after each compression.
b. Take turns with other responders as needed until the AED arrives.
5. When the AED arrives, turn it on and follow prompts.
a. Remove clothing from the chest and apply pads
i. Adult pads are for 8 years old and up; child pads are for up to 8 years old.
ii. Avoid nipples, medication patches, and visible implant devices.
b. Make sure the area around the patient is clear.
c. Deliver shock to the patient when advised by AED.
d. Continue CPR until otherwise prompted by the AED or EMS.

Giving CPR (From the American Red Cross)
1. CHECK the scene for safety, form an initial impression, and use personal protective equipment (PPE)
2. If the person appears unresponsive, CHECK for responsiveness, breathing, life-threatening bleeding, or other life-threatening conditions using shout-tap-shout
3. If the person does not respond and is not breathing or only gasping, CALL 9-1-1 and get equipment, or tell someone to do so
4. Kneel beside the person. Place the person on their back on a firm, flat surface
5. The American Red Cross CPR guidelines recommend 100 to 120 chest compressions per minute, 30 at a time. Remember these five points:
a. Hand position: Two hands centered on the chest
b. Body position: Shoulders directly over hands; elbows locked
c. Compression depth: At least 2 inches
d. Rate of compressions: 100 to 120 per minute
e. Allow chest to return to normal position after each compression
6. Give 2 breaths
a. Open the airway to a past-neutral position using the head-tilt/chin-lift technique
b. Pinch the nose shut, take a normal breath, and make a complete seal over the person's mouth with your mouth.
c. Ensure each breath lasts about 1 second and makes the chest rise; allow air to exit before giving the next breath
Note: If the 1st breath does not cause the chest to rise, retilt the head and ensure a proper seal before giving the 2nd breath. If the 2nd breath does not make the chest rise, an object may be blocking the airway
7. Continue giving sets of 30 chest compressions and 2 breaths. Use an AED as soon as one is available! Minimize interruptions to chest compressions to less than 10 seconds.

Disorderly Conduct

BP 3515.2 - Disruptions
The Governing Board is committed to providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.
The Superintendent Chief Learning Officer or designee shall remove any individual who, by his/her presence or action, disrupts or threatens to disrupt normal operations at a school campus or any other district facility, threatens the health or safety of anyone on district property, or causes or threatens to cause damage to district property or to any property on school grounds.
(cf. 1250 - Visitors/Outsiders)
(cf. 3515 - Campus Security)
(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4158/4258/4358 - Employee Security)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)
(cf. 5131.4 - Student Disturbances)
The Superintendent Chief Learning Officer or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent Chief Learning Officer or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515.3 - District Police/Security Department)
(cf. 3515.7 - Firearms on School Grounds)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
The Superintendent Chief Learning Officer or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7151 and in other situations, as appropriate.

AR 3515.2 - Disruptions
The principal or designee may direct any person, except a student, school employee, or other person required by his/her employment to be on school grounds, to leave school grounds or school activity if:
1. The principal or designee has reasonable basis for concluding that the person is committing or has entered the campus with the purpose of committing an act which is likely to interfere with the peaceful conduct, discipline, good order, or administration of the school or a school activity, or with the intent of inflicting damage to any person or property. (Education Code 44810, 44811; Penal Code 626.7)
2. The person fights or challenges another person to a fight, willfully disturbs another person by loud and unreasonable noise, or uses offensive language which could provoke a violent reaction. (Penal Code 415.5)
3. The person, without lawful business for being present, loiters around a school or reenters a school within 72 hours after he/she was asked to leave. (Penal Code 653b)
4. The person is required to register as a sex offender pursuant to Penal Code 290 and does not have a lawful purpose and written permission from the principal or designee to be on school grounds. (Penal Code 626.81)
(cf. 1250 - Visitors/Outsiders)
(cf. 3515.5 - Sex Offender Notification)
5. The person is a specified drug offender, as defined in Penal Code 626.85, and does not have written permission from the principal or designee to be on school grounds. However, such specified drug offender may be on school grounds during any school activity if he/she is a student or the parent/guardian of a student attending the school. (Penal Code 626.85)
6. The person willfully or knowingly creates a disruption with the intent to threaten the immediate physical safety of students, staff,

or others while attending, arriving at, or leaving school. (Penal Code 626.8)
7. The person has otherwise established a continued pattern of unauthorized entry on school grounds. (Penal Code 626.8)
(cf. 1240 - Volunteer Assistance)
(cf. 3515.3 - District Police/Security Department)
(cf. 4158/4258/4358 - Employee Security)
(cf. 6145.2 - Athletic Competition)
The principal or designee shall allow a parent/guardian who was previously directed to leave school grounds to reenter for the purpose of retrieving his/her child for disciplinary reasons, medical attention, or family emergencies, or with the principal or designee's prior written permission. (Penal Code 626.7, 626.85)
When directing any person to leave school premises, the principal or designee shall inform the person that he/she may be guilty of a crime if he/she: (Education Code 32211; Penal Code 626.7, 626.8, 636.85)
1. Fails to leave or remains after being directed to leave
2. Returns to the campus without following the school's posted registration requirements
3. Returns within seven days after being directed to leave
(cf. 0450 - Comprehensive Safety Plan)
Whenever an individual is causing or threatening to cause a disruption at any district facility other than a school campus, the Superintendent or designee may direct that individual to leave the facility consistent with this regulation and the accompanying Board policy.
Appeal Procedure
Any person who is asked to leave a school building or grounds may appeal to the Superintendent Chief Learning Officer or designee. This appeal shall be made no later than the second school day after the person has departed from the school building or grounds. After reviewing the matter with the principal or designee and the person making the appeal, the Superintendent Chief Learning Officer or designee shall render his/her decision within 24 hours after the appeal is made, and this decision shall be binding. (Education Code 32211)
The decision of the Superintendent Chief Learning Officer or designee may be appealed to the Governing Board. Such an appeal shall be made no later than the second school day after the Superintendent Chief Learning Officer or designee has rendered his/her decision. The Board shall consider and decide the appeal at its next scheduled regular or adjourned regular public meeting. The Board's decision shall be final. (Education Code 32211)
In any circumstance where a person has been directed to leave a school building or ground where the Superintendent's or Board's office is situated, he/she may nevertheless enter the school building or ground solely for the purpose of making the appeal. (Education Code 32211)

BP5131.4 - Student Disturbances
The Governing Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the Superintendent Chief Learning Officer or designee may request law enforcement assistance.
The Superintendent Chief Learning Officer or designee and the principal of each school shall establish a school disturbance response plan that is intended to curb disruptions which may lead to riots, violence, or vandalism at school or at school-sponsored events. In developing each school's plan, the Superintendent Chief Learning Officer or designee shall consult with local law enforcement authorities to create guidelines for law enforcement support and intervention.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
(cf. 5131.5 - Vandalism and Graffiti)
Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the principal and invoke the school disturbance response plan.
(cf. 4131 - Staff Development)
(cf. 5136 - Gangs)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 5145.9 - Hate-Motivated Behavior)
Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with Board policy and administrative regulations.
(cf. 3515 - Campus Security)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

AR5131.4 - Student Disturbances
Prohibited Activities
A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:
1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight
(cf. 3515 - Campus Security)
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)
(cf. 5145.2 - Freedom of Speech/Expression)
Other examples of activities that may be considered disrupting school operations include, but are not limited to:
a. Organizing or participating in unauthorized assemblies on school premises
b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
c. Interfering with or unauthorized use of the district's computer system
(cf. 6163.4 - Student Use of Technology)
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity
Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.
(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)
(cf. 5144 - Discipline)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
Extension of Class Period and/or Dismissal of School
During any disturbance in which additional students might become involved while changing classes, the principal or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.
The principal may also request that the Superintendent Chief Learning Officer dismiss school in accordance with the school disturbance response plan.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Earthquake

AR 3516.3 - Earthquake Emergency Procedure System

Earthquake Preparedness
Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)
(cf. 0450 - Comprehensive Safety Plan)
Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)
The Superintendent Chief Learning Officer or designee may work with the California Emergency Management Agency and the Seismic Safety Commission to develop and establish the earthquake emergency procedures. (Education Code 32282)
Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)
1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the

head protected by the arms and the back to the windows
Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.
Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Superintendent Chief Learning Officer or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.
Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.
The Superintendent Chief Learning Officer or designee shall consider the danger of a post-earthquake tsunami when developing evacuation routes and locations, including the need to evacuate to higher ground.
The Superintendent Chief Learning Officer or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.
The Superintendent Chief Learning Officer or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.
Earthquake While Indoors at School
When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:
1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In laboratories, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the principal or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.
Earthquake While Outdoors on School Grounds
When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:
1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.
Earthquake While on the Bus
If students are on the school bus when an earthquake occurs, the bus driver shall take proper precautions to ensure student safety, which may include pulling over to the side of the road or driving to a location away from outside hazards, if possible. Following the earthquake, the driver shall contact the Superintendent Chief Learning Officer or designee for instructions before proceeding on the route or, if such contact is not possible, drive to an evacuation or assembly location.
(cf. 3543 - Transportation Safety and Emergencies)
Subsequent Emergency Procedures
After an earthquake episode has subsided, the following actions shall be taken:
1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the principal or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared

safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The principal or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The principal or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The principal or designee shall contact the Superintendent Chief Learning Officer or designee and request further instructions after assessing the earthquake damage.
8. The Superintendent Chief Learning Officer or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

Fire in Surrounding Area

Wildfire Safety Plan

Introduction
The Tahoe Truckee Unified School District is dedicated to safeguarding the well-being of our students, staff, and school buildings in the face of the significant wildfire risk in our community. Our comprehensive Wildfire Safety Plan focuses on proactive measures, including annual site assessments and recommendations for defensible space maintenance, debris removal, tree management, and building hardening. We closely monitor wildfires both within and outside our district boundaries, communicate with local emergency services, and follow protocols for sheltering in place or evacuating students and staff when necessary. Our goal is to ensure a secure learning environment and effectively respond to potential wildfire threats.

I. Preventative Measures
A. Tahoe Truckee Unified School District (District) recognizes the high risk of wildfire events within our community and the importance of being proactive in protecting our students, staff and buildings. The District will meet annually with local Fire Districts to perform individual site assessments at every
school site to determine potential wildfire risks. These site assessments may include recommendations for:
1. Defensible Space maintenance and expansion. Defensible space is the buffer between your structure and the surrounding area. Adequate defensible space acts as a barrier to slow or halt the progress of fire that would otherwise engulf your property. It also helps ensure the safety of firefighters
defending your property.
2. Removal of debris from roofs and gutters.
3. Tree Removal.
4. Tree limbing.
5. Building hardening.

II. Wildfire Outside the District Boundaries
A. As we have learned over the last several years, a wildfire outside of the Tahoe Truckee area can still have large impacts on our community. A wildfire can quickly change in intensity and direction due to weather, the amount of combustible materials and lack of wildfire fighting resources. It can also
impact the air quality of distant communities. Administration will continually monitor the progress of the fire and the impacts on the District. The District will:
1. Monitor the proximity, direction, and containment of the wildfire.
2. Monitor the Air Quality and follow our Air Quality Matrix.
3. Communicate regularly with local fire agencies, law enforcement, and Emergency Services personnel to be apprised of the current status and any potential risks.
4. Monitor weather and smoke forecast in collaboration with local Air Quality Control Districts.

III. Wildfire Near or Approaching District Boundaries
A. In the event of a wildfire near or approaching the District Boundaries, District Administration will coordinate with local Emergency Services Personnel to assess the threat and risks to our community. This will include assessment of the proximity, direction and containment of the wildfire, air quality, and

potential of evacuation orders.
1. If this occurs during non-school hours, the District may close schools until further notice depending on information and recommendations from local Emergency Services.
2. If this occurs during school hours students and staff will shelter in place.
a) Staff will coordinate with local Emergency Services to determine best plan of action.
b) If no threat, schools will remain in shelter in place status until further notice.
c) Site Personnel should turn down HVAC systems to prevent smoke from entering building. Turn on air purifiers.
d) If air quality is poor, move staff and students from portable classrooms into main building.
e) Parents will be notified via BlackBoard Connect of the status of their child's school. It will be requested that parents do not arrive at the school until notified.
f) Depending on the status of the wildfire, emergency operations, and roadway and traffic conditions, an early release may be considered.

IV. Wildfire Within District Boundaries
A. In the event a wildfire is within the District Boundaries, District Administration will coordinate with local Emergency Services Personnel to assess the threat and risks to our community and school buildings. This will include assessment of the proximity, direction and containment of the wildfire, air
quality, and potential of evacuation orders.
1. If no immediate threat and this occurs during non-school hours, the District may close schools until further notice depending on information and recommendations from local Emergency Services.
2. If no immediate threat and during school hours please follow protocol III.A.2. Transportation department notified and at the ready.
3. If immediate threat to school building and during school hours:
a) Shelter in Place
b) Site personnel performs utility shutdown.
c) If students and staff are in portable classrooms, move them to main building.
d) Place wet rags/towels at the bottom of main doorway entrances.
e) Fire District notified to deploy engines/crews to school.
f) Transportation Department at the ready. District will coordinate with Emergency Services Personnel to determine if bus evacuation is necessary or practicable.
g) Parents will be notified via BlackBoard Connect of the status of their child's school. It will be requested that parents do not arrive at the school until notified.
4. Evacuation of the School
a) In most situations, sheltering in place in a school building is the safest course of action. However, circumstances can quickly change during a wildfire event. Possible evacuation methods are as follows:
(1) Bus evacuation and parent reunification offsite.
(a) This method will be evaluated based on
(i) Access- whether vehicles have access to main roadways and the school site.
(ii) Availability- of buses and drivers.
(iii) Safety- whether buses can safely transport students to a safe location.
(b) If a bus evacuation occurs, students may be re-located to the following locations:
(i) Another District school site or community location outside of the threat zone.
(ii) A safe location outside of the community such as Reno or Carson City.
(iii) Parents will be notified of the reunification location as soon as possible.
(2) Parent Reunification on site
(a) This option would be coordinated with Emergency Services personnel to ensure safety and alleviate roadway traffic and congestion. The District will notify parents of appropriate pickup times.
(i) Sites may assign incremental pick up times by alphabet or other method.
(ii)Remaining students transported by staff vehicles or bus to a safe location.
(3) Walking Evacuation
(a) A walking evacuation should occur only if fire has infiltrated the building or conditions exist that prevent staff and students from remaining inside the building. Site administrators should evaluate the local conditions and take the safest course of action. This may include following the
planned site evacuation protocol or finding a new assembly area with open space outside the direction of the fire.

Fire on School Grounds

AR 3516.1 - Fire Drills and Fires
Fire Drills
The principal shall cause the fire alarm signal to be sounded at least once every month. (Education Code 32001)
The principal shall also hold fire drills at least once a month at the elementary level, four times every school year at the intermediate level, and not less than twice every school year at the secondary level. (Education Code 32001)
1. The principal shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building. (5 CCR 550)
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The principal or designee shall keep a record of each fire drill conducted and file a copy of this record with the office of the Superintendent Chief Learning Officer or designee.
Fires
When a fire is discovered in any part of the school, the following actions shall be taken:
1. The principal or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The principal or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the principal, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Loss or Failure Of Utilities

Utility: Major System Failure
Site Action
1) Power failure.
- Site Administrator notifies Maintenance and appropriate utility company.
- Students are to remain in class with their teacher and are to be under the supervision of the staff at all times. If you are in complete darkness, move students to a more lighted area within the building. Notify the office of your location when possible.
- Teachers are to turn off all appliances, computers, and other electrical equipment. Turn off electric motors. This will help us avoid damage from a power surge once power is resumed.
- Teachers without a class are to report to the School Office. They will assist as needed in classrooms and act as "runners."
- We will communicate with classes via "runners" and/ or bullhorns.
- If power is out for an extended period of time, we will attempt to maintain our regular class schedule (i.e. maintain starting and ending times for periods.) You will be notified of the specific schedule to be followed.
- Until told to do otherwise, students/staff are to remain in their classrooms. Please do not release students from class until instructed to do so.
- If school is to be dismissed early, you will be notified. (Because of the time required for transportation to activate the buses for the students, it may be several hours between when we lose power and the time school can be dismissed.)

2) Downed power lines or broken gas mains.
- Evacuate the area.
- Move upwind from leaks.
- Do not touch or move any power lines.

- Call Maintenance.

3) Main telephone failure.
   - Use nearest operational phone (cell phone, pay phone, residence).
   - Notify the District Office.
4) Water service disruption.
   - Do not use toilets or other water facilities. Leave all sinks in the off position.
   - Contact Maintenance.

District Action
- Dispatch appropriate Maintenance personnel to site.
- Establish emergency communications as necessary.
- Coordinate emergency response from Transportation, Food Services, etc.
- Coordinate with appropriate utility.

Psychological Trauma

Tips for the classroom
Classroom debriefing is a very successful form of crisis intervention in traumatic incidents. These activities provide a break from the normal classroom routine and give students a chance to begin to ventilate feelings and explore the implications and their reactions to the event in a safe, structured, supportive environment with trained, caring adults.
Keep in mind that every participant has the right to pass, interaction between members should be respectful, and most importantly, what is said is confidential unless the facilitators believe someone is in danger of hurting themselves or others.
All students, regardless of age, experience loss and grief when given a safe environment in which to express what they are experiencing. This can become a process of growth and healing. The following guidelines are meant to provide just such an environment.

- Do not deny any students their feelings. Give them permission to express what they are experiencing without shame.
- Do not judge one student's reaction by another's.
- Reassure them that anger, guilt, sadness, and tears are normal responses to loss.
- Tell them you are sorry about the loss.
- Encourage students to talk about their feelings, but respect the right not to talk if they choose not to. Suggest alternative means of expressing themselves such as drawing their feelings, writing a short story or poem, sculpting with clay, listening to music which seems to capture their feelings, etc.
- Assist students in understanding that to heal they will need time alone as well as time with their friends and family.
- Let them know that a person can be very sad even though they may not be crying.
- Help students to recognize their anger and to find non-hurtful, constructive ways of ventilating it.
- Encourage students to discuss their guilt feelings. Help them to determine if their guilt is justified or rational. Let them know they are only human and that we all continue to learn as we experience more of life.
- Charitable and other altruistic acts provide socially constructive means of mourning and can help to mitigate feelings of guilt. Be cautions of excessive memorials.
- Be aware of student's intellectual and emotional limitations and understand their development stage.
- Provide honest, clear and direct answers to questions about the death, the funeral, and other aspects of the loss.
- When you don't have an accurate answer to something, say so.
- When you sense a student or staff member needs individual help, notify your crisis response team.

What can we do as staff to comfort students and each other?
On-going Activities
With all groups, a variety of activities might be appropriate as the days go by. Classroom activities for students such as drawing, journal writing, play reenactment, creative writing or a similar event with different outcome or discussion groups are very helpful. Writing thank you notes to the emergency responders or getting involved in an activity to assist the parents/family of the victim(s) are all ways to continue the ventilating of feelings and help children recover from the trauma.
Providing separate Safe Rooms for children and staff to use as a resource when they are unable to cope and just need a place to take a time out is another activity. These rooms are to be supervised by the Incident Management Team or designee and should have writing and drawing supplies available as well as information on grief and trauma along with food and drink.

Staff meetings held either before school or after school for the next several days after the incident is important. It is here that staff can draw strength and support from one another, so they can continue to support students. Again, all staff need to be included, not just teachers.
Possible Grief Responses
Keep in mind that an individual's reaction to stress may present itself in a variety of ways. Look for the following in students and staff:

Physical Signs:
Hollowness in the stomach
Tightness in the chest
Tightness in the throat
Over-sensitivity to noise
Breathlessness, feeling short of breath
Weakness in the muscles
Dry mouth
Lack of energy

Emotional Signs:
Sadness
Anger
Helplessness
Guilt and self-reproach
Shock
Anxiety
Yearning
Emancipation
Loneliness
Relief
Numbness
Fatigue

Behavioral Signs:
Preoccupation
Sleep Disturbances
Absent-minded behavior
Appetite disturbance
Sighing
Crying
Restless over activity
Carrying objects that remind them of the victim
Hallucinations
Social withdrawal
Dreams of dying
Avoids or visits laces of reminders of the victim
Treasurers objects of the victim
Cognitions
Disbelief
Confusion

Suspected Contamination of Food or Water

AR 3514 - Environmental Safety
The quality and safety of the district's drinking water sources shall be regularly assessed and drinking fountains shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.

Whenever any contaminants in the drinking water are determined to be a concern, the Superintendent Chief Learning Officer or designee shall take reasonable steps to identify the source and mitigate the concern to ensure the availability of safe drinking water. As needed, the Superintendent Chief Learning Officer or designee shall provide alternative sources of drinking water, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day.

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent Chief Learning Officer or designee shall notify parents/guardians and take immediate steps to make inoperable any fountains or faucets where excess lead levels may exist. (Health and Safety Code 116277)

Tactical Responses to Criminal Incidents

Faculty Initial Actions and Response

"What to Do if You Discover an Incident''
Typically, incidents involving schools will come to the attention of a faculty or staff member by observation. The first faculty member discovering or receiving information about an incident will do the following:
1. Call the police or fire department immediately. The local emergency number is 911.
2. Activate the emergency system - Notify the site office/ initiate an all-call / notify the District Office, provide the following information;

- Your name
- Nature of incident
- Location of incident
- Severity of injuries or property damage

Telephone number (as a call back)/ your location
3. Take action to protect students and adults. This might Include:

- Moving people away
- Isolating and securing the area
- Providing assistance as needed to students and personnel
- Directing public safety responders to the scene

The district recognizes that catastrophic events can occur with little or no warning. The following information is to assist you should an incident occur.

Emergency Evacuation Map

This information is provided in an internal TTUSD document. Please see Exhibit A in our internal Comprehensive School Safety Plan for our Emergency Evacuation Map.

Exhibit I

TAHOE TRUCKEE
UNIFIED SCHOOL DISTRICT

PATHWAYS TO POSSIBILITIES AND STUDENT SUCCESS

Instructional Continuity Plan

A Component of the Comprehensive School Site Safety Plan

April 4, 2025

Signatory Page

This Instructional Continuity Plan is complete and adopted. From this date forward, Comprehensive School Site Safety Plan review and adoption will be inclusive of this Plan.

_____	_____	_____	_____
Dianna “Deedee” Driller	Date	Kerstin Kramer	Date
School Board President		Superintendent, Chief Learning Officer	

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Introduction and Intent

This Instructional Continuity Plan ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides the Tahoe Truckee Unified School District (TTUSD) with a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for District Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

Objectives

1. Support the physical safety, mental health, and well-being of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
    a. Full day, in-person instruction
    b. Hybrid instruction (part-time in-person instruction and remote learning)
    c. Remote learning with live virtual instruction (synchronous)
    d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so.

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Decision-Making Matrix for Instruction & Services

The following matrix guides potential emergency response decisions based on the severity and nature of the disruption:

Emergency Type	Primary Instructional Method	Alternative Schooling Locations	Independent Study Compliance	Communication Methods	Resource Allocation	Transportation Plan
Natural Disaster (Earthquake, Wildfire, Flood)	Remote Learning / Hybrid	Partner Schools, Neighboring School Districts, Community Centers or other location	Ensure ADA compliance with IS Contracts	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Communication Platform, Phone Trees	Deploy Remote Learning Materials (Chromebooks, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Coordinate with Local Transit for Adjusted Bus Routes
Public Health Emergency (Pandemic, Epidemic)	Remote Learning/ Hybrid	Outdoor Locations, Hybrid, Full Remote Learning	Parent Agreements, Daily Virtual Check-ins	Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Communication Platform, Virtual Meetings	Deploy Remote Learning Materials (Chromebooks, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Coordinate with Local Transit for Adjusted Bus Schedule (if feasible)
Power Outage	Paper-Based Instruction / Hybrid	Open Schools in Unaffected Zones/ Partner Schools	Modify Assignments, Paper-Based Work	Automated Phone Calls/Texts, District Website Updates, Phone Trees	Print Materials, Generator Access, Emergency Meals	Coordinate with Local Transit for Limited Routes to Open Sites and Adjusted Bus Routes
Facility Damage (Fire, Structural Issues)	Hybrid / Relocation-Based	Partner Schools, Portable Classrooms	Individualized IS Agreements, Daily Virtual Check-ins	Automated Calls/Texts, Email/Communication Platform Updates, Website Updates	Temporary Facilities, Shared Resources, Meal Distribution	Coordinate with Local Transit for Adjusted Bus Routes
Security Threat (Active Threat, Civil Unrest)	Shelter-in-Place or Full Remote Learning	EOC-assigned Safety Centers	IS Plans with Daily Virtual Check-ins	Text Alerts, Two-Way Radio, Community Briefings	Online & Local Learning Resources, Deploy Remote Learning Materials (Chromebooks, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals	Lockdown Transport Coordination per EOC

Matrix Link: Draft Instructional Continuity Plan Matrix.xlsx

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Instructional Continuity & Compliance

TTUSD has three primary instructional models to implement in the event of an emergency: In-Person Instructional Model, Hybrid Learning Model, and Distance/Remote Learning Model. The instructional model utilized is dependent upon a number of factors including but not limited to: the duration and severity of the emergency, the availability of safe facilities, the availability of instructional and support staff, access to technology, access to physical and digital instructional resources, etc.

TTUSD strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, TTUSD will enact instruction for students for in-person learning, distance/remote learning, or Hybrid learning in accordance with the emergency situation.

In-Person Instructional Model

In-Person instruction is dependent upon the availability of safe and functional facilities. School sites will have defined metrics to return to site-based learning including, but not limited to:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from structural damage, debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the emergency
- Kitchens up and running for meals

If metrics are met, students and staff may return to campus for in-person instruction. If metrics are not met, the District may look at alternative solutions to provide in-person instruction including:

- **Other District Facilities/Schools**
    - Shared Facilities:TTUSD will coordinate internally with functioning school sites
        - **Synchronous-Asynchronous Hybrid Rotation**
            - This allows students to receive high-touch, in-person instruction every other day, complemented by independent 'Extension Days' where they apply their learning through self-paced modules.
        - **Modified Schedules**
            - For example, School A will relocate to the School B campus. To accommodate both student bodies safely, the facility will operate on a split-day rotation (AM/PM) to ensure all safety codes and occupancy limits are strictly observed.

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- Alternative Schooling Locations
    - TTUSD will coordinate externally with neighboring districts, community partners, local agencies, and county offices of education to relocate students if necessary to maintain the highest quality of education and peer interaction feasible.

Hybrid Learning Model

When remote learning is necessary, TTUSD will strive to achieve, at a minimum, a combination of in-person and remote learning based on safety assessments as soon as practicable.

- **Rotational Distance Learning**
    - For example, students will attend the physical campus on an 'A/B' schedule, alternating with structured, faculty-led virtual instruction on their respective off-campus days

Distance/Remote Learning

TTUSD teachers are trained in District-adopted technology and platforms. TTUSD maintains a 1-to-1 Chromebook supply for students, with qualified IT Department staff overseeing student safety protocols. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

- **Asynchronous and Synchronous Learning**
    - Emergency Remote Learning Plan: Primary

TK/K

Reading: 20 minutes- Read aloud with an adult or listen to audiobooks-Storyline Online

K: Phonemic Development: Complete i-ready My Path 2 times per week for 20 minutes. i-Ready Family Center

Writing: 20 minutes- Keep a daily journal- Journal Prompt Suggestions

Math: 20 minutes- Practice your numbers, counting, and math facts with an adult, or Eureka Learning Hub.

Enrichment: Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

1st/2nd Grade

Reading: 30 minutes- Read aloud with an adult or independently, or listen to audiobooks -Storyline Online

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Phonemic Development: Complete i-ready My Path 2 times per week for 20 minutes. i-Ready Family Center

Writing: 20 minutes- Keep a daily journal- Journal Prompt Suggestions

Math: 30 minutes- Practice your numbers and math facts with an adult or on Eureka learning hub

Enrichment: Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

3rd/4th Grade

Reading: 45 minutes- Read aloud with an adult or independently, or listen to audiobooks

Reading Development: Complete i-ready My Path 2 times per week for 20 minutes. i-Ready Family Center

Writing: 30 minutes- Keep a daily journal about your day Journal Prompt Suggestions

Math: 45 minutes- Practice your numbers and math facts with an adult or on Eureka learning hub

Enrichment: Legos, blocks, puzzles, Play-Doh, coloring, cutting, and crafting

5th/6th Grade

Reading: 60 minutes- Read aloud with an adult or independently or listen to audiobooks - Storyline Online

Reading Development: Complete i-ready My Path 2 times per week for 20 minutes. i-Ready Family Center

Writing: 45 minutes- Keep a daily journal about your day Journal Prompt Suggestions

Math: 60 minutes- Practice your numbers and math facts with an adult or on Classlink

Enrichment: legos, blocks, puzzles, playdoh, coloring, cutting, and crafting

- Emergency Remote Learning Plan: Secondary

Grades 7-12

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Check Google Classroom for each class and complete the essential assignments posted by the teachers. Hand in assignments based upon proposed due dates. Completing assignments provides access to course content and materials to support student learning progress.

For those with internet access, here are options varying by grade level:

To log in to CLEVER, please visit CLEVER Login and click Sign in with Google. Be sure your student's school email and password are entered. If you need their email and password, please submit a tech ticket at the TTUSD Technology Helpdesk, and we will send it to you.

Here are some apps to explore:

- i-ready
- Boost
- LEXIA
- Carnegie Math
- Eureka Math

Students with Disabilities - Emergency Conditions Provisions

In the event of an emergency that prevents in-person instruction for more than 10 school days, a student's IEP—including special education, transition services, and supplementary aids—will be delivered via distance learning to the extent feasible. This shift to remote instruction, which may involve digital platforms, video/audio communication, or print materials with feedback, is designed to meet the child's needs under emergency constraints and does not represent a formal change to the District's offer of a Free Appropriate Public Education (FAPE). Parents will be notified of the specific alternative arrangements as soon as possible, with implementation strategies adjusted based on current public health orders and the nature of the emergency.

Independent Study (IS) Requirements[1]

TTUSD will ensure compliance with California Education Code 51745-51749.6 for independent study when remote learning is necessary, including written agreements, synchronous instructional requirements, instruction by an appropriately certificated teacher, use of district-adopted curriculum, and progress tracking because in-person learning is not possible.

[1] https://www.cde.ca.gov/sp/eo/is/isprogramsummary.the use of district-adopted curriculum, and progress tracking, asasp

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Materials, Supplies, and Technology Support

TTUSD will facilitate distribution of materials needed to support remote learning, such as paper, pencils, text/workbooks, district-provided devices, headphones, internet access solutions (ex. Hot spots, WIFI locations, etc.), digital platforms (e.g., Google Classroom, Zoom, Learning Management Systems), etc., to promote equitable access to learning for all students.

Pupil Learning Loss
TTUSD uses formative assessments to evaluate student learning status, particularly in ELA, mathematics, and ELD. Data informs targeted interventions and instruction.

Strategies to Address Learning Loss
Interventions include extended learning time, small-group tutoring, after-school programs, and instructional aides.

Measuring Effectiveness
Progress monitoring tools, benchmark assessments, and educational partner feedback will guide adjustments to learning loss mitigation strategies.

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Communication Methods

TTUSD will facilitate communication efforts to staff and families within five days following the emergency to establish two-way communication and access to supports. TTUSD will account for staff and students and identify their needs.

Immediate Emergency Alerts

TTUSD will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, district website updates, social media, hotline, and/or local media broadcasts postings with multilingual and ADA support for accessibility as feasible.

Parent & Staff Updates

TTUSD will use the adopted parent communication platform, email notifications, online webinars, phone trees, and/or district website postings with multilingual and ADA support for accessibility as feasible.

Student Engagement

TTUSD will ensure regular check-ins through virtual platforms with qualified staff, certificated staff instructional supervision, service provision through virtual platforms or alternative locations, counselor support hotlines, and care centers (as feasible), digital learning tools, and access to community support as feasible.

Family Engagement and Outreach

Re-engagement procedures include wellness checks, attendance monitoring, home visits, and multilingual family outreach. The district maintains close communication with families to ensure students remain connected to school.

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Resource Allocation

Technology & Learning Materials for Remote Learning

TTUSD will distribute remote learning supplies for equitable access such as electronic device, hot spots, learning materials/curriculum (offline learning packets, textbooks, workbooks, reading books, etc.), and supplies (paper, pencils, etc.) via arranged family pick-up or drop-off in coordination with EOC and/or community partner agencies.

Mental Health & Counseling Services

TTUSD will provide staff, students, and their families with information and access to mental health resources, such as virtual and in-person counseling availability, crisis response teams, community outreach programs, mental wellness digital tools (apps, websites, etc.) in coordination with state and local agencies and community partners.

Meal Distribution & Nutrition Access

TTUSD will coordinate with the EOC and community partners to coordinate access to nutrition for students such as use of alternative school sites, partnership with neighboring districts, emergency meal sites, collaboration with food banks, grab-and-go meal programs, and home meal delivery options for students in need.

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Transportation & Logistics

Alternative Routes

TTUSD will utilize transportation resources and collaborate with local transportation providers and the EOC for re-designated transportation plans based on emergency type and accessibility of roads.

Coordination with Local Agencies

TTUSD will continue to partner with transit authorities, emergency management offices, and law enforcement to ensure safe student transport.

Family Support

TTUSD may provide access and information for carpool coordination for families, cost coverage for emergency use of public transportation, and enacts emergency pick-up protocols consistent with family reunification planning.

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Plan Review & Updates

This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by TTUSD in conjunction with the Comprehensive School Site Safety Plan.[2] Updates may reflect, but are not limited to, new state requirements, TTUSD curriculum and resources, community needs, and technological advancements.

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[2] https://www.cde.ca.gov/ls/ss/vp/safeschlplanning.asp#:~:text=California%20Education%20Code%20requires%20that,office%20of%20education%20for%20approval.

Appendix A: CDE Resource List

School Safety

- CDPH Office of School Health Hub provides key resources and information to support safe, in-person learning in TK-12 schools and mitigate the spread of communicable diseases. CDPH adds new resources to the Hub on a routine basis.

Communication

- The Office of Education Technology at the US Department of Education provides natural disaster resources and digital learning guides for parents and families, school leaders, and teachers.
- The Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet (PDF)provides strategies for LEAs to form partnerships and communicate with families and guardians.

Instruction and Assessment

- Utilize California's Digital Learning Integration & Standards Guidance to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [*EC* Section 53008] and related Screening for Risk of Reading Difficulties FAQs.)

Improved Access

- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the Instructional Continuity Plan can meet the needs of diverse learners. The CDE provides guidance to support Special Education students with remote learning.
- Review the CDE English Learner Independent Study Frequently Asked Questions (FAQs) for information and considerations regarding EL students participating in an independent study program.
- The US Department of Education Natural Disaster Support Guidance page includes resources for restoring the teaching and learning environment.

Professional Learning

- The California Educators Together platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free,

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high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.

- The San Diego County Office of Education (SDCOE) designed units in each content area that offer essential K–12 learning. The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers virtual professional learning for each grade level/span.
- The CalHOPE Social Emotional Learning (SEL) Community of Practice is helping enable California's schools to be leaders in supporting proactive and early intervention to collectively respond to the social, emotional, and behavioral health needs of students, families, and educators.
    - Greater Good Science Center SEL Modules (scroll down to register)
    - SEL Basic Course
    - Learning Hub

- Office of the California Surgeon General provides Safe Spaces: Foundations of Trauma-Informed Practice for Educational and Care Settings. Safe spaces is a free, online training designed to help early care providers, TK-12 educators and other school personnel recognize and respond to trauma and stress in children.

Well-Being

- Safety and school crisis resources created by the National Association of School Psychologists include evidence-based initiatives which create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- CDE provides guidance and resources for supporting social and emotional learning and Social and Emotional Support During Distance Learning.
- CDE "Help for Students in Crisis" provides resources for addressing mental health and wellness while school sites are closed.
- The California Department of Health Care Services (DHCS) has two free online behavioral health services platforms that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
    - BrightLife Kids is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found here.
    - Soluna is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found here.

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- Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 Medi-Cal threshold languages; age-tailored educational resources like articles, videos, podcasts, and stories and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five minute overview video of the Apps visit the DHCS website.

Support Services

- The National Center for Homeless Education provides information to support Disaster Preparation and Response for students who are experiencing homelessness.
- In "Lessons from Real Life", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides Disaster Guidance for Child Nutrition Programs.
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a Guide to Federal Nutrition Programs During Disasters (PDF).

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Appendix B: Sample Instructional Continuity Plan District-Wide Communication

TTUSD Instructional Continuity Plan – Informational Overview

In response to the significant loss and disruption caused by the XXX [name of emergency] for many students and staff in the Tahoe Truckee Unified School District, we have created this temporary Instructional Continuity Plan. At the heart of this plan is the goal of returning to in-person instruction as quickly as possible once TTUSD is able to meet the conditions of safe reopening. This Instructional Continuity Plan assumes that the vast majority of our students will return to in-person instruction on XXX[date of anticipated reopening], while providing access to an emergency remote learning plan for those unable to come to campus. (Please note that pending TTUSD Board of Education approval, if weather or infrastructure conditions change such that the conditions for a safe reopening are not met, the same plan will be followed with adjusted timelines.)

Staff Work Days	Schools Reopen
XXX[insert dates]	XXX [insert dates]

School Reopening Target Date

If the conditions for safe reopening are met, TTUSD schools will reopen on XXX [date] for in-person learning following [insert school hours/schedules (ex. “regular school day schedules”)]. Staff will work on [insert dates] to prepare remote learning activities for students unable to attend school in-person, ready classrooms, and prepare for the return of students.

Unlike the period of schooling during the COVID pandemic, TTUSD is returning to in-person instruction as the primary method of school and instructional delivery. Students who are able to come to school, must come to school.

Medication Reminder

Families will need to send any refrigerated medicine to school along with their students as power has been off at the schools.

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Emergency Remote Learning Plan Summary

This temporary Emergency Remote Learning Plan will run from [insert start date] through [insert end date]. The Emergency Remote Learning Plan is intended to serve those students and families residing in the affected areas of XXX[insert area] and for those XXX[insert area] residents with prevailing health conditions that make a return difficult. This Emergency Remote Learning Plan has been created so that students may have access to course materials and be able to continue to make academic progress toward the goals of their course(s).

Emergency Remote Learning Plan Dates	[insert start date] through [insert end date]

Families must contact the school attendance office by calling XXX[phone number, form, or email] to share the duration of the absences from school and sign the agreement for remote learning. The school attendance office will code their participation in remote learning for these school days. While mostly applicable to secondary school students in grades XXX, students will be asked to engage in essential assignments that will be graded and submitted via Google classroom.

Remote Learning Resource Access

Resources for remote learning will be available for pick-up at XXX[location] on XXX[date and time]. Alternative resource delivery may be available based on need. Please let the school attendance office know if your family is unable to access the pick-up location. Meals are available for pick-up at XXX[school site or other location] at XXX[day(s)/time]. Meals are also available through in coordination with XXX[community agency] for families unable to pick-up.

Participation in Athletics and Extracurriculars

At the secondary level, students participating in emergency remote learning are students who are not able to come to in-person school for reasons directly related to the XXX [insert emergency name]. This means that students participating in emergency remote learning are not able to participate in athletics or other extracurricular activities while on emergency home learning.

Emergency Remote Learning Plan: Services re. IEP Agreements

TTUSD will coordinate with families to honor service agreements. Services may be offered in person at TTUSD-approved sites, remotely, or in a combination of both, as feasible. TTUSD service providers do not provide in-home services unless specifically assigned per existing contracted job duties.

Students Who Need to Access Campus

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The school closure period was implemented as an emergency response. TTUSD recognizes that students may need to collect personal items and school materials from campus. TTUSD campus will open to students on XXX[insert date and time] to access [insert permitted locations] pending that the evacuation orders have been lifted and the campus is free from hazards.

Student and Staff Safety While on Campus

Safe air quality is one of the conditions that must be met for school to reopen. For students and staff who wish to have access to personal protective equipment, TTUSD schools will make available KN-95 masks. Masks will be available in the main office and at distribution tables at school sites.

Planning for Next Round of Weather

Current weather forecasts show [insert concerning weather conditions, if any] on [insert days of concern] that will need to be monitored for campus impacts

Access to Supports

- TTUSD-provides access to mental health professionals via XXX[insert means to access counselors virtually by appointment, care centers, community supports, etc., with locations, dates, and times as appropriate].
- The California Department of Health Care Services (DHCS) has two free online behavioral health services platforms that are available to all California children, youth, and young adults, regardless of insurance coverage or immigration status. These web- and app-based platforms offer free one-on-one support with live coaches, a library of multimedia resources, wellness exercises, and peer communities moderated by trained behavioral health professionals.
    - BrightLife Kids is designed for parents and caregivers and kids ages 0-12. More information and a QR code to download the BrightLife Kids app can be found here.
    - Soluna is for teens and young adults ages 12-25. More information and a QR code to download the Soluna app can be found here.
    - Both platforms offer live one-on-one sessions with qualified behavioral health coaches in English and Spanish, telephone coaching in all 19 Medi-Cal threshold languages; age-tailored educational resources like articles, videos, podcasts, and stories, and stress-management tools and clinically validated assessments to understand and monitor behavioral health over time. For more information and to view a quick five-minute overview video of the Apps, visit the DHCS website.

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