

Expanded Learning Opportunities Program Plan

Prepared by: Tahoe Truckee Unified School District in coordination
with the Boys & Girls Club of North Lake Tahoe



11603 Donner Pass Road, Truckee, CA 96161

Template Updated November 2024, Plan Updated February 2025

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

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Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Kings Beach Elementary School
2. Truckee Elementary School
3. Tahoe Lake Elementary School
4. North Tahoe Middle School
5. Alder Creek Middle School
6. Donner Trail Elementary School
7. Glenshire Elementary School
8. SELS

Governing Board Approval Date:
Review/Revision Date:
Review/Revision Date:

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)]).

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency’s program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

The Tahoe Truckee Unified School District (TTUSD) has partnered with the Boys & Girls Club of North Lake Tahoe (BGCNLT) for the last 25 years to provide local students with before and after school programs in a safe and supportive learning environment, including one elementary-aged program in Kings Beach funded by an ASES grant and Expanded Learning Opportunities funding for programs at the Kings Beach site, the Truckee Elementary School site, and the site at Alder Creek Middle School.

The TTUSD/BGCNLT ELO-P program will continue to create a warm, welcoming, inclusive, safe, and fun environment for all students by utilizing methods that respect and respond to children's diverse backgrounds and circumstances and fostering children's positive identity development. To help all families feel welcome, the BGCNLT ELO-P program will provide culturally and linguistically appropriate communication with students and parents.

Programs are planned and delivered by qualified and trained staff members that meet all minimum qualification requirements as directed by TTUSD. Every staff member must also undergo training modules required by Boys & Girls Clubs of America, including basic first aid, CPR, child safety, and child development. Safety drills onsite are also conducted regularly throughout the year. BGCNLT staff will be trained in social-emotional strategies and implement those strategies as they support students socially and emotionally to provide a safe and nurturing environment.

The program maintains a 20:1 ratio for 1st through 6th grade and 10:1 for TK and Kinder. Both TK and Kinder also have a designated space, playground, and appropriate materials for safe use.

The program takes daily student attendance and utilizes an early release policy that requires parents to sign children out on a daily basis.

The program will be offered at the Kings Beach Clubhouse (serving TK-6 students from multiple lakeside schools), Truckee Elementary (serving TK-5 students from Truckee side schools) & Alder Creek Middle School (serving 6th-grade students).

Transportation will be provided to the program locations for students who do not regularly attend those schools.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Social and emotional learning is integrated into programming, language, lessons, and routines each day at Club. We encourage students to build positive relationships with themselves and their peers and provide targeted, structured curriculums such as "Positive Action" to small groups throughout the year.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

This program focuses on academic support, recreation, enrichment, and social-emotional learning.

Academic support consists of daily opportunities for children to do homework, receive homework help, tutoring support, and other educational enrichment. We have a dedicated Education Room whose daily activities all reinforce academic lessons through games, activities, and interactive projects. TTUSD and BGCNLT administration and staff members collaborate to align the extended day activities and interventions with the school and students' needs. We also hold special events that support academics, such as a reading night where students and parents can hear stories being read by local "celebrities" and go home with a free book of their choice.

In the summer session, TTUSD teachers will provide targeted interventions to students in 1st, 2nd, and 3rd grades at each ELOP site (TES and BGCNLT TES Clubhouse) from 8:30-12:30. The program will run for four weeks. Enrollment in this intervention program will be by referral from teachers and school administrators.

Aside from targeted academic programs, recreational and enrichment opportunities are available daily to encourage physical fitness, learn new skills, learn how to work on a team and expose children to new hobbies or interests. TTUSD and BGCNLT have extensive programming in performing arts, culinary arts, athletics and mountain sports throughout the year. We also have a formal contractual relationship with the local Airport District to provide STEAM (science, technology, engineering, aviation and math) programming. The agreement helps provide a full time STEAM Coordinator who develops and implements STEAM programming for all students throughout the year. We also offer specialty camps in the summertime on aviation and robotics.

The BGCNLT ELO-P program will utilize researched-based program designs and Project Based Learning whenever possible and appropriate.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Programs and partnerships are designed and sought after in order to provide students with twenty-first-century skills, including technology, creativity, critical thinking, communication, and collaboration. The goal is for students to develop a sense of personal responsibility for their actions, school, community, and the world and feel that with their skills, they are competent and useful in their community.

Support for academic strategies, multiple learning styles, enrichment, STEAM, healthy lifestyles, physical fitness, and nutrition will be included in the programming.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Annually, BGCNLT participants take part in a National Youth Outcomes Initiative (NYOI), a survey that provides insight into students' interests, opinions of BGCNLT programming, and suggestions for improvement. Aside from this instrument, TTUSD and BGCNLT encourage students to voice opinions and suggestions in informal and formal settings such as the Club's Youth Advisory Committee. The goal is for students to share the responsibility of creating and envisioning programming for themselves, their peers, and their community. All participants – staff and students – have shared ownership.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

All snacks and suppers served adhere to the guidelines provided by the national Child and Adult Care Food Program (CACFP) and the Summer Food Service Program (SFSP). Additionally, TTUSD has a nutrition policy that all before and after-school providers follow.

Physical fitness and lessons about healthy bodies, minds, relationships, and actions are encouraged and incorporated into daily programs.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

ELO-P programming will align with the district's and BGCNLT's stance on inclusivity, sensitivity, and recognition of the value of diversity. Both entities encourage creating safe and welcoming environments for all participants and encourage a culture of inclusivity on all levels. Staff will adapt and accommodate the physical and developmental abilities of all participants. Equity will be addressed in staff training.

TTUSD will partner with BGCNLT to offer the BGCNLT ELO-P program to all eligible families. Outreach will be conducted by the TTUSD Translations & Bilingual Community Services team to remove any barriers to enrollment.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

Daily, Club members engage with staff in the ELO Program who are highly trained, supported, and dedicated to the safety and well-being of each member. Club members, upon checking into the program, go to a "homeroom" where they are with a consistent staff member each day.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

All BGCNLT staff must be fingerprinted, background checked, and have professional references checked. A TB assessment is done for each staff member before beginning work, and must meet the minimum qualifications of an Instructional Aide at TTUSD.

The minimum qualifications of an IA at TTUSD are as follows. Candidates must have:

High school diploma or the equivalent, and

Two years of college (48 units), or

A. A. degree (or higher), or

Pass a local assessment of knowledge and skills in assisting in instruction.
(Assessment is administered by BGCNLT staff who are certified to proctor the IA exam .)

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the non school days. (See [EC Section 46120(b)(8)]).

BGCNLT staff members undergo an extensive onboarding process that includes the following required trainings and check-ins at the beginning of their time as a BGCNLT employee. In addition, all BGCNLT staff are encouraged to participate in development opportunities and conferences provided by local agencies, Boys & Girls Clubs of America, or other youth serving agencies. When appropriate and possible, BGCNLT and TTUSD staff members coordinate trainings so that all staff on a shared campus are on the same page.

New Employee Orientation

Sexual Harassment Training (Safety Skills Training website)

Session Planning Sheet, Elements of a High Quality Session Sheet

Duty to Report: Mandated Reporting Training

Keeping your Boys & Girls Club Safe Training

Preventing Sexual Activity Between Young Children/Adolescents

Meet Sam Training

It Happened to Me

Preventing Bullying in Youth Organizations

YPQA Introduction, Attend Available Method Training(s)

Shadow a staff in comparable position during program hours

30 Day one-on-one "Check-in" with Supervisor

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The vision of the District's ELO-P program is to provide a safe, enriching, and supportive environment for students during their extended day, aligned with both the district's vision and BGCNLT mission:

TTUSD's vision is that all Tahoe Truckee Unified School District scholars will be provided challenging and engaging learning opportunities in order to thrive and be successful in a globally competitive age. This goal will be accomplished through collaboration with students, parents, staff, and the community, united in dedication to our children's futures. Highly skilled, motivated, and caring principals and teachers will engage scholars in effective and innovative instruction through a rigorous and relevant curriculum that promotes mastery of meaningful content, creativity, critical thinking, teamwork, problem-solving, respect for diversity, the ability to communicate in multiple languages, and the effective use of technology. A culture of quality, accountability, responsibility, and respect shall characterize the school district.

BGCNLT's mission is to inspire and enable all young people, especially those who need us most, to reach their full potential as productive, caring, and responsible community members.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

Both TTUSD and BGCNLT engage students and families in program evaluation and value feedback and ideas provided to enhance, create, or adapt programming. TTUSD has a dedicated parent and student committee (PSAC) that meets with the District Superintendent and Chief Learning Officer to discuss district wide programs, opportunities, concerns, etc.

BGCNLT administers an annual survey (National Youth Outcome Initiative-NYOI) to parents and Club members asking for opinions on programs, ideas for improvement, and whether

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

TTUSD works with many local agencies in the North Tahoe-Truckee region to provide families and staff members with resources, supports, trainings, and more. Both BGCNLT and TTUSD refer families to the Sierra Community House for numerous family support.

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development

data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

TTUSD and BGCNLT administration look at quantitative data (attendance) and qualitative data (youth and parent surveys) to engage in a constantly evolving cycle of improvement. Each ELOP site's leaders regularly meet with TTUSD administrators about specific child behavioral issues, trends, upcoming events, and facility scheduling.

Separately, TTUSD and BGCNLT administrators begin monthly meetings in the winter time for summer planning.

Both formal and informal data will support the review conversations. We utilize the Quality Standards for Expanded Learning for goal setting and identifying improvement areas for staff, the facility, and more.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The BGCNLT operations handbook (addendum1) outlines program policies and procedures.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

The ELOP Budget per site is attached as addendum 2.

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

TTUSD administrative staff meet monthly with BGCNLT staff to ensure proper implementation of all required program elements and for planning and assessment purposes.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? x Yes ☐ No

Do you have a 21st CCLC Grant? ☐ Yes x No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

Expenditures are tracked separately but all program planning and implementation operates as one seamless program. We adhere to the most stringent programmatic requirements in our programming to ensure both compliance and safety for all members.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

Both ELOP sites have separate space and staff for the TK and Kinder aged members of the Club. Staff ratios of 10:1 are maintained in each program and reinforced with manager assistance and/or floaters for supervision. BGCNLT hires a separate and dedicated staff pool just for this program.

In addition to all required trainings, TK and Kinder staff members also have coaching sessions with the BGCNLT Preschool director, shadow days in our preschool, and opportunities to attend conferences and trainings that are specific to Early Childhood education.

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

TTUSD and BGCNLT offer ELO-P to all students and families. In each enrollment period (school year and summer), a communication, which is in both English and Spanish, is electronically and physically sent out to families who qualify. The communication provides information about each program, who qualifies, and explains the process for registration. An example of the communication for enrollment into a summer program is attached. Representatives from TTUSD then do follow up phone calls to all qualifying families to ensure that they received the communication and are aware of the program. We have also offered in-person registration opportunities for families at both ELO-P sites where we provide computers and assistance with registration.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Field trips that are a part of the ELO-P program are aimed at providing students with learning experiences and opportunities that enhance their academic endeavors. There are no specific field trips planned during the school year as of yet. Field trips during the summer months that are ELO-P related include walking field trips to the local public library and STEM related field trips to our local Airport District.

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in

the space provided.

All TTUSD families who qualify for the Expanded Learning Opportunities Program will not pay for any membership or drop in programs during the school year or summertime. Any additional programming outside of the ELOP that do require fees (specialty camps, specialty programs, field trips, or sports leagues) will be offered to all ELOP families with an automatic discounted amount and payment plans available.

Sample Program Schedule- Regular School Day

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.**

Sample program schedules are attached.

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 non school days, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served**EC Section 46120(b)(4):**

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners**EC Section 46120(b)(6):**

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit**EC Section 46120(c)(1):**

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals**EC Section 8482.3(d)(1-2):**

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale**EC Section 46120(b)(5):**

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio**EC sections 8483.4(a) and 46120(b)(2)(D):**

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
- (7) Fires or explosions that occur in or on the premises.
- (8) Exposure to toxic substances.
- (9) The arrest of an employee of the third party.

(C) Any other event as specified by the local educational agency.

When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.