ALDER CREEK MIDDLE SCHOOL

STUDENT/PARENT HANDBOOK



ALDER CREEK MIDDLE SCHOOL
10931 Alder Drive
Truckee, California 96161
Phone: (530) 582-2750
Alder Creek Middle School Website https://acms.ttusd.org/

TTUSD prohibits, at any district school or school activity, discrimination, harassment, including sexual harassment, intimidation and bullying, based on actual 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, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, medical information or association with a person or group with one or more of these actual or perceived characteristics. This shall apply to interns, volunteers, and job applicants when applicable. For questions, concerns, or complaints, please contact the District Equity and Title IX Compliance Officer (For Students:) Dr. Annamarie Cohen, Executive Director of Student Services (530) 582-2560 bwing@ttusd.org (For Employees) Mike Shepherd, Executive Director of Human Resources (530) 582-2500 ext. 20432 humanresources@ttusd.org





Alder Creek Middle School Welcomes You!

Welcome to the 2026-2027 school year at Alder Creek Middle School! We are pleased to have our staff, students, parents, and community working together to provide an educational environment characterized by academic excellence and positive relationships.

We believe that students at ACMS are empowered to take responsibility for their own learning. Please read all of the information in this handbook as it will provide you with a road map for success while you attend ACMS.

In order to reach your potential, it is important for you to become actively involved in our school. We encourage you to participate in our school activities as well as our sports teams.

We understand that it is important to have close communication between ACMS and home. Please feel free to call us anytime that we can be of assistance: (530) 582-2750.

<table>
<tr><th colspan="3">ACMS SCHOOL-PARENT COMPACT FOR ACHIEVEMENT</th></tr>
<tr><th>Our Goals for Student Achievement</th><th colspan="2">Students, Teachers, Parents- Better Together</th></tr>
<tr><td rowspan="2">Deliver high-quality, differentiated Tier 1 math instruction following the Carnegie Learning Math framework. Integrate MATH book and MATHia Mastery Workspaces to drive instructional decisions.

Enhance academic discourse and differentiation to improve math literacy. Focus best practices for supporting all learners (focusing on EL, LTEL, and SWD).

Continue to provide high-quality, differentiated, rigorous, scaffolded lessons, targeted ELA (reading and writing) instruction daily.

Literacy will be the schoolwide focus in all content areas/subjects. Set reading goals with AR to track student growth and inform instruction.

Explicit SEL instruction from teacher and/or counselor one time per week for 30 minutes or more in advisory.

Guidance curriculum in the areas of mental health, vape and substance use education, puberty and sexual health education, career education, and healthy and appropriate technology use conducted by counselors.</td><td>The Teacher's Role
All students receive equal access to the core curriculum (CCSS) through high-quality instruction by utilizing research-based strategies
Maintain a classroom with clear academic and behavioral standards, goals, and expectations (PBIS, and CCSS)
Assign homework that supports the core curriculum
Throughout the day, all students' needs are met through flexible grouping in Universal Access and English Language Development.
Teachers work collaboratively in Professional Learning Communities to plan curriculum, monitor student progress through examining student work, and guide instruction in their grade level.
Progress monitoring of at-risk students to identify student academic needs early and implement appropriate interventions for student success.</td><td>The Student's Role
Come to school every day on time ready to learn.
Give my family all school communications.
Log in to Jumprope and engage in weekly conversations with your parents
Take responsibility for my own learning while working collaboratively with others and when doing independent tasks.
Complete all class work and homework assignments on time and to the best of my ability.
Be a positive participant, act respectfully, work responsibly in a safe environment at all times and locations within our community.</td></tr>
<tr><td colspan="2">The Family's Role
Monitor homework; ensure student is reading at least 20-30 minutes every day.
Log in to Jumprope and engage in weekly conversations to support your middle schooler's learning.
Provide a quiet place for studying
Ensure my student is arriving at school on time, well rested, and ready to learn, and in school uniform.
Read all the communications sent from the school and respond when appropriate
Attend parent-teacher conferences and parent trainings to learn more about your child's education
Support teacher's and school's behavioral expectations
Set limits and monitor your child's use of social media sites, videogames, and time spent watching television.
Read and refer to the school's parent handbook
Have a dialogue daily with your student about their school day and ongoing projects.</td></tr>
</table>

<table>
<tr><th colspan="3">ACMS PACTO ENTRE LA ESCUELA Y LOS PADRES PARA EL RENDIMIENTO ACADÉMICO</th></tr>
<tr><th>Nuestros objetivos para el rendimiento académico de los estudiantes</th><th colspan="2">Maestros, padres, estudiantes: juntos somos mejores</th></tr>
<tr><td rowspan="2">Impartir clases de matemáticas de primer nivel, diferenciadas y de alta calidad, siguiendo el modelo educativo de Carnegie Learning Math. Integrar el libro MATH y MATHia Mastery Workspaces para impulsar las decisiones educativas.

Mejorar el discurso académico y la diferenciación para mejorar la literatura matemática. Centrarse en las mejores prácticas para apoyar a todos los estudiantes (centrándose en EL, LTEL y SWD).

Continuar impartiendo diariamente clases de alta calidad, diferenciadas, rigurosas y estructuradas, con enseñanza específica de ELA (lectura y escritura).

La alfabetización será el enfoque de toda la escuela en todas las áreas de contenido/materias. Establezca objetivos de lectura con AR para realizar un seguimiento del progreso de los estudiantes y orientar la enseñanza.

Instrucción explícita sobre SEL por parte del maestro y/o consejero una vez por semana durante 30 minutos o más en la sesión de asesoría.

Plan de estudios de orientación en las áreas de salud mental, educación sobre el uso de cigarrillos electrónicos y sustancias, educación sobre la pubertad y la salud sexual, y educación sobre las carreras profesionales impartida por consejeros.</td><td>El papel de los maestros
Todos los estudiantes tienen el mismo acceso al plan de estudios básico (CCSS) a través de una enseñanza de alta calidad que utiliza estrategias basadas en la investigación.
Mantener un salón con estándares académicos y de comportamiento claros, metas y expectativas (PBIS y CCSS).
Asignar tareas que apoyen el plan de estudios básico.
A lo largo del día, se satisfacen todas las necesidades de los estudiantes mediante agrupaciones flexibles en Acceso Universal y Desarrollo del Idioma Inglés.
Los maestros trabajan en colaboración en Comunidades de Aprendizaje Profesional para planificar el plan de estudios, supervisar el progreso de los estudiantes examinando su trabajo y orientar la enseñanza a su nivel de grado.
Seguimiento del progreso de los estudiantes que se encuentran en riesgo para identificar tempranamente sus necesidades académicas e implementar las intervenciones adecuadas para su éxito.</td><td>El papel del estudiante
Asistir a la escuela todos los días puntualmente y estar preparado para aprender.
Entregar a mi familia todas las comunicaciones escolares.
Iniciar sesión en Jumprope y participar en conversaciones semanales con mis padres.
Ser responsable de mi propio aprendizaje mientras trabajo en colaboración con otros y cuando realizo tareas independientes.
Completar todas las tareas de clase y de casa a tiempo y lo mejor que pueda.
Ser un participante positivo, actuar con respeto, trabajar de manera responsable en un entorno seguro en todo momento y en todos los lugares dentro de nuestra comunidad.</td></tr>
<tr><td colspan="2">El papel de la familia
Supervisar las tareas escolares; asegurarse de que el estudiante lea al menos entre 20 y 30 minutos todos los días.
Iniciar sesión en Jumprope y participar en conversaciones semanales para apoyar el aprendizaje de su hijo en la escuela secundaria.
Proporcionar un lugar tranquilo para estudiar.
Asegurarse de que mi hijo llegue a la escuela a tiempo, bien descansado, listo para aprender y con el uniforme.
Lea todas las comunicaciones enviadas por la escuela y responda cuando sea apropiado.
Asista a las reuniones entre padres y maestros y a las capacitaciones para padres para obtener más información sobre la educación de su hijo.
Apoye las expectativas de comportamiento de los maestros y la escuela.
Establezca límites y supervise el uso de las redes sociales, los videojuegos y el tiempo que su hijo pasa viendo la televisión.
Lea y consulte el manual para padres de la escuela.
Mantenga un diálogo diario con su hijo sobre su día escolar y los proyectos.</td></tr>
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Tahoe Truckee Unified School District

Pathways to Possibilities and Student Success

Board of Education 2026-2027

Dianna Driller, President
Denyelle Nishimori, Member
Patrick Mooney, Member
Chris Hennessey, Member
Kirsten Livak, Member

District Administration

Kerstin Krammer	Superintendent Chief Learning Officer
Todd Rivera	Assistant Superintendent Chief Business Officer
Shaun Roderick	Assistant Superintendent of Educational Services
Annamarie Cohen	Executive Director of Student Services
Michael Shepherd	Executive Director of Human Resources
Ed Hilton	Director of Technology and Information Services

Alder Creek Middle School Administrative Staff

Hien Larson	Principal	hlarson@ttusd.org	(530) 582-2755
Kevin Cooper	Assistant Principal	jcooper@ttusd.org	(530) 582-2750
Heidi Pruett	Assistant Principal	hpruett@ttusd.org	(530) 582-2750
Rachel Koles	Counselor	rkoles@ttusd.org	(530) 582-2754
Marianna Jimenez Chavez	Counselor	mjimenezchavez@ttusd.org	(530) 582-2750
Kelley Connors	Counselor	kconnors@ttusd.org	(530) 582-2750
Elvia Lopez Esparza	Administrative Secretary	elesparza@ttusd.org	(530) 582-2750
Lizbeth Ramirez	Attendance Secretary	lramirezfernandez@ttusd.org	(530) 582-2750
Mary Guerrero	Secretary	mguerrero@ttusd.org	(530) 582-2750
Megan Hurley	ASB Director	mnhurley@ttusd.org	(530) 582-2750
Reyna Carillo	Athletic Director	rcarillo@ttusd.org	(530) 582-2750
Michael Bratt	School Resource Officer	mbratt@ttusd.org	(530) 582-2750

TTUSD VISION

All scholars will be provided challenging and engaging learning opportunities to thrive and be successful in a globally competitive age. Through collaboration with students, parents, staff and the community, we are united in dedication to our children's future. 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.

TTUSD Beliefs

1. Students are the focus of all decisions.

2. A culture of accountability shall drive excellence and promote the district vision of teaching and learning.

3. Open, honest, respectful and responsive communication is fundamental to the collaborative process.

4. The physical, social-emotional well-being of students results from a partnership between families, the school staff, and the community.

5. Learning is a process that combines nurturing, creativity, imagination, honoring a sense of wonder, and exploration of individual interests.

6. We believe in embracing the diversity embodied within our community and appreciating the richness it adds to life.

7. The Lake Tahoe region is precious, and we value our physical environment and integrate this element into our educational goals.

8. Schools, families and the community are partners in helping students develop a sense of ownership for their learning.

9. Teachers are passionate professionals entrusted with the duty of ensuring the highest level of learning for all students.

10. School principals are passionate professionals who are leaders of leaders and accountable for the success of the school.

11. All district staff members contribute to an environment conducive to providing safe, challenging and engaging learning opportunities for students.

12. The Superintendent-Chief Learning Officer has a critical responsibility to communicate a vision of the future and to initiate and support action toward the vision.

13. The board of education is entrusted with the responsibility for setting policies and strategies that are consistent with these beliefs and assures the district meets its vision.

ACMS MISSION STATEMENT

ACMS is dedicated to meeting the unique needs of early adolescents; academic and personal excellence are expected within a structured, caring, and safe school environment.

ACMS VISION STATEMENT

The Alder Creek Middle School staff, students, parents and community are committed to providing a middle school characterized by academic and personal excellence within a collaboratively structured environment that promotes a safe and caring atmosphere. At ACMS students are encouraged and empowered to take responsibility for their learning as well as their character development.

Alder Creek Middle School is committed to meeting the physical, emotional, and intellectual needs of early adolescents by providing academic challenges and support in response to ALL students' learning needs; we believe in exposing our students to music and other fine arts, a rigorous and holistic physical education program, and a comprehensive counseling program.

Our curriculum consists of integrated academic programs that are challenging, enriching, responsive, and include real-world situations focused on twenty-first century skills. We offer a variety of activities and programs that address the diverse interests of middle school students while preparing them for high school and beyond.

At Alder Creek Middle School, we value student voice. Opportunities for input are provided through student government, clubs, community service, sports, and student assistance programs

DAILY SCHEDULES

Regular Day Schedule	Mins	6th grade
0 Period	46	6:54 - 7:40
First Bell		**7:40**
Period 1	54	7:43 – 8:37
Period 2	30	8:40 – 9:10
Period 3	50	9:13-10:03
Break	10	**10:03-10:13**
Period 4	50	10:16 –11:06
Period 5	50	11:09 –11:59
Lunch	30	**11:59 –12:29**
Period 6	50	12:32 – 1:22
Period 7	50	1:25 – 2:15

Regular Day Schedule	Mins	7th/8th grade
0 Period	46	6:54 - 7:40
First Bell		**7:40**
Period 1	54	7:43 – 8:37
Period 2	30	8:40 – 9:10
Break	10	**9:10 - 9:20**
Period 3	50	9:23-10:13
Period 4	50	10:16 –11:06
Lunch	30	**11:06 –11:36**
Period 5	50	11:39 –12:29
Period 6	50	12:32 – 1:22
Period 7	50	1:25 – 2:15

Minimum Day 6th Schedule		
0 Period	46	6:54 - 7:40
First Bell		7:40
Period 1	30	7:43 – 8:13
Period 2	30	8:16 – 8:46
Period 3	30	8:49 - 9:19
Break	9	**9:19 - 9:28**
Period 4	30	9:31 – 10:01
Period 5	30	10:04 – 10:34
Period 6	30	10:37 - 11:07
Period 7	30	11:10 - 11:40

Minimum Day 7th/8th Schedule		
0 Period	46	6:54 - 7:40
First Bell		7:40
Period 1	30	7:43 – 8:13
Period 2	30	8:16 – 8:46
Break	9	**8:46 - 8:55**
Period 3	30	8:58 - 9:28
Period 4	30	9:31 – 10:01
Period 5	30	10:04 – 10:34
Period 6	30	10:37 - 11:07
Period 7	30	11:10 - 11:40

Assembly Schedule		
First Bell		7:40
Period 1	40	7:43 – 8:23
Period 2	30	8:26 – 8:56
Break for 7th/8th	10	**8:56 - 9:06**
Period 3 for 7th/8th	40	9:09 - 9:49
Period 3 for 6th	40	8:59 - 9:39
Break for 6th	10	**9:39 – 9:49**
Period 4	40	9:52 – 10:32
Period 5	40	10:35 – 11:15
Period 6 for 6th Grade	40	11:18 – 11:58
Lunch for 7th/8th Grade	30	**11:18 – 11:48**
Period 6 for 7th/8th Grade	40	11:51 - 12:31
Lunch for 6th Grade	30	**12:01 – 12:31**
Period 7	40	12:34 – 1:14
Assembly	58	1:17 - 2:15

Delayed Start Schedule		
First Bell		9:40-9:43
Period 1	30	9:43-10:13
Period 2	30	10:16-10:46
Period 3	30	10:49-11:19
Lunch for 7th/8th Grade	30	**11:21-11:51**
Period 4 for 6th Grade	30	11:21-11:51
Lunch for 6th	30	**11:53-12:23**
Period 4 for 7th/8th	30	11:53-12:23
Period 5	30	12:26-12:56
Break 7th/8th	10	**12:59 - 1:09**
Period 6 - 6th	30	12:59 -1:29
Period 6 - 7th/8th	30	1:12 - 1:42
Break for 6th	10	**1:32-1:42**
Period 7	30	1:45-2:15

Morning Rally Schedule - 30 min 6th		
First Bell		
Period 1	46	7:43 - 8:29
Rally	**30**	**8:32 - 9:02**
Period 2	30	9:05 - 9:35
Period 3 for 6th	45	9:38 - 10:23
Break for 6th	**10**	**10:23 - 10:33**
Period 4	45	10:36 - 11:21
Period 5 for 6th Grade	45	11:24 - 12:09
Lunch for 6th	**30**	**12:09 - 12:39**
Period 6	45	12:42 - 1:27
Period 7	45	1:30 - 2:15

Morning Rally Schedule - 30 min 7th/8th		
First Bell		
Period 1	46	7:43 - 8:29
Rally	**30**	**8:32 - 9:02**
Period 2	30	9:05 - 9:35
Break for 7th/8th	**10**	**9:35 - 9:45**
Period 3 for 7th/8th	45	9:48 - 10:33
Period 4	45	10:36 - 11:21
Lunch for 7th/8th Grade	**30**	**11:21 - 11:51**
Period 5 7th/8th	45	11:54 - 12:39
Period 6	45	12:42 - 1:27
Period 7	45	1:30 - 2:15

11:30 Dismissal on January 21 and 22nd AND the last two days of the school year (TBD)

Minimum Day (11:30 out) 6th Schedule		
0 Period	46	6:54 - 7:40
First Bell		7:40
Period 1	31	7:43 – 8:14
Period 2	28	8:17 – 8:45
Period 3	28	8:48 - 9:16
Break	10	**9:16 - 9:26**
Period 4	28	9:29 – 9:57
Period 5	28	10:00 – 10:28
Period 6	28	10:31 - 10:59
Period 7	28	11:02 - 11:30

Minimum Day (11:30 out) 7th Schedule		
0 Period	46	6:54 - 7:40
First Bell		7:40
Period 1	31	7:43 – 8:14
Period 2	28	8:17 – 8:45
Break	10	**8:45 - 8:55**
Period 3	28	8:58 - 9:26
Period 4	28	9:29 – 9:57
Period 5	28	10:00 – 10:28
Period 6	28	10:31 - 10:59
Period 7	28	11:02 - 11:30

ACADEMIC CALENDARS

2026-2027 School Calendar

JULY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						0

AUGUST

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					4

SEPTEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			21

OCTOBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						22

NOVEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					17

DECEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		14
August through December						78

HOLIDAYS

Fourth of July (Observed) 07/03/26
Labor Day 09/07/26
Veteran's Day 11/11/26
Thanksgiving Day 11/26/26
Christmas Day 12/25/26
New Years Day 01/01/27
Martin Luther King Day 01/18/27
Presidents Day 02/15/27
Lincoln's Birthday (Observed) 02/16/27
Memorial Day 05/31/27
Juneteenth (Observed) 06/18/2027

LOCAL HOLIDAYS

Thanksgiving Break 11/25/26 - 11/27/26
December Break 12/21/26 - 01/01/27
Spring Break 04/12/27-04/16/27

New Educator's Acadamy - August 19
TEACHER CONTRACT DAYS (NO SCHOOL)
August 20-25
ALL SCHOOLS MINIMUM DAY
Conference Week - TK-8 MINIMUM DAYS
MIDDLE SCHOOLS MINIMUM DAY
MIDDLE/HIGH SCHOOLS MINIMUM DAY
HIGH SCHOOL FINALS: JANUARY 21-22 AND LAST 2 DAYS OF SCHOOL

Board Approved: June 11, 2025

FIRST DAY OF SCHOOL August 26

The last day of school is June 16, which has Seven Snow Days built in. Unused snow days will deducted. Additional snow days will be added as necessary.

TOTAL NUMBER OF STUDENT DAYS

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						19

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						18

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			23

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						17

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			5
January through June						102

Calendario Escolar 2026-2027

JULIO							DÍAS FESTIVOS
S	M	T	W	T	F	S	Día de la Independencia (Observado) 07/03/26
			1	2	3	4	Día del Trabajador 09/07/26
5	6	7	8	9	10	11	Día del Soldado 11/11/26
12	13	14	15	16	17	18	Día de Acción de Gracias 11/26/26
19	20	21	22	23	24	25	Navidad 12/25/26
26	27	28	29	30	31		Año Nuevo 01/01/27
						0	Dia de Martin Luther King 01/18/27

AGOSTO							Dia de los Presidentes 02/15/27
S	M	T	W	T	F	S	Cumpleaños de Lincoln (Observado) 02/16/27
						1	Día de la Memoria 05/31/27
2	3	4	5	6	7	8	Juneteenth (Observedo) 06/18/2027
9	10	11	12	13	14	15	DÍAS FESTIVOS LOCALES
16	17	18	19	20	21	22	Vacaciones de Acción de Gracias 11/25/26 - 11/27/26
23	24	25	26	27	28	29	Vacaciones de Diciembre 12/21/26 - 01/01/27
30	31					4	Vacaiones de Primavera 04/12/27-04/16/27

SEPTIEMBRE							
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	Academia de maestros nuevos - August 19
27	28	29	30			21	DÍAS DE CONTRATO DE MAESTROS (NO HAY CLASES)

OCTUBRE							August 20-25
S	M	T	W	T	F	S	DÍA MÍNIMO PARA TODAS LAS ESCUELAS
				1	2	3	Semana de conferencias - TK-8 DÍAS MÍNIMOS
4	5	6	7	8	9	10	ESCUELAS SECUNDARIAS DÍA MÍNIMO
11	12	13	14	15	16	17	SECUNDARIAS / PREPARATORIAS DÍA MÍNIMO
18	19	20	21	22	23	24	EXÁMENES FINALES DE PREPARATORIA: 22-23 DE ENERO Y LOS 2 ÚLTIMOS DÍAS DE CLASES
25	26	27	28	29	30	31	
						22	

NOVIEMBRE							Aprobado por la Mesa Directiva - 11 de junio, 2025
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	PRIMER DÍA DE CLASES 26 de agosto
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30					17	

DICIEMBRE							El último día de clase es el 16 de junio, que tiene incorporados Siete Días de Nieve. Los días de nieve no utilizados se deducirán. Se añadirán días de nieve adicionales según sea necesario.
S	M	T	W	T	F	S	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31		14	
Agosto a Diciembre						78	NÚMERO TOTAL DE DÍAS DE ESTUDIANTES

ENERO							
S	M	T	W	T	F	S	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31						19	

FEBRERO							
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28							
						18	

MARZO							
S	M	T	W	T	F	S	
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7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	22	23	24	25	26	27	
28	29	30	31			23	

ABRIL							
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11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		
						17	

MAYO							
S	M	T	W	T	F	S	
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9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30	31					20	

JUNIO							
S	M	T	W	T	F	S	
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6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30			5	
Enero a Junio						102	

COMMUNICATION

STUDENT EMERGENCY INFORMATION AND SCHOOL SAFETY

Parent Square

Starting in 2026-27, **ParentSquare** is the official, all-in-one communication platform used by TTUSD and ACMS to keep families informed, connected, and safe. It replaces older, fragmented tools (like individual texting apps or various email blast systems) so that all school information lives in one secure place.

Parent Square is used for:

- **Emergency Alerts & Announcements:** Get immediate text messages or phone calls regarding weather closures, safety alerts, or critical district updates.
- **Two-Way Messaging:** Send secure, private messages directly to your student's teachers, coaches, or school counselors.
- **Automatic Translation:** You can receive all school notices and text back and forth in your preferred language—the app translates everything automatically.
- **Forms, Sign-Ups, & Paperwork:** Digitally sign permission slips, report student absences, sign up for parent-teacher conferences, and view the campus calendar.

Parent Square Access and Log-In Information:

Registering for Parent Square allows you to reply to messages, sign forms, and customize your notifications. Even if you do not register, you will still automatically receive basic email notifications from ACMS.

You can log in using **any** of the following three ways:

The Mobile App: Go to the Apple App Store or Google Play Store and download the free ***ParentSquare*** app. Enter the cell phone number or email address you provided to the school during registration. Follow the quick verification steps sent to your device to launch your dashboard.

The Activation Link: Look through your email inbox or text messages for an official "ParentSquare Invitation" sent by the district at the start of the school year. Click the unique link inside that message and follow the automated prompts to instantly verify your identity and link your students.

On a Desktop Computer: Visit **www.parentsquare.com/signin**. Under the "Sign Up" section, enter your registered email address or mobile number. Create a secure password to access your account.

Important Troubleshooting Tip:

If you log in and do not see your children listed, or if the app says your contact information is unrecognized, **do not create a separate account**. Contact the ACMS main office immediately so our registrar can verify that your phone number and email are spelled correctly in our central system.

Student Data for AERIES:

It is the responsibility of parents to provide the school with up-to-date information (phone numbers, mailing address, physical address) so that ACMS can contact you in the event that your child becomes ill or is involved in an accident at school. Any special custody information should be brought to the attention of the principal and/or office staff, and supported by written documentation. ***Please notify the school immediately if changes occur with your phone number and/or address during the school year.***

Visitor and Campus Safety:
Campus safety is very important to ACMS. When visiting our campus, please check in and out at the office. You will sign in/out using the Raptor system, and wear a visitor badge to show our students and staff that you are a visitor. For safety and accountability, adults must get school permission to check students out; please sign out your child in the front office using the QR code posted on the front doors of the school. Please review our daily schedule and plan accordingly when checking out your students. ***Please avoid checking students out during break and lunch as students are in various locations on campus during this time.***

Messages from Home to Students:
ACMS values the importance of providing students with sustained, uninterrupted instruction. Protecting class time from interruptions conveys to students that what is occurring in the classroom has value. Therefore, we will deliver messages to students ***only in emergency situations or during Break/Lunch.*** Parents should refrain from leaving student messages on teachers' voicemails as many times these messages aren't checked until after school. Additionally, if you text, email, chat, etc. with your child, please understand that they should not be receiving or reading texts unless it is before or after school.

The Rule of Thumb: please give your child the information he/she needs before coming to school regarding before/after school activities or riding/or not riding the bus after school.

COUNSELING AND WELLNESS RESOURCES

Counseling Center
Middle school is a time of growth, change, and discovery, and our school counselors are here to support students every step of the way. Counselors partner with students and families to help navigate friendships and relationships, build self-regulation skills, support mental health and emotional well-being, and address academic concerns. Whether a student needs help finding connections, checking in with a trusted adult, or accessing school and community resources, counselors are here to listen, support, and advocate.

In addition to individual support, counselors facilitate small groups focused on topics such as grief and loss, executive functioning, friendship, and social skills. Our goal is to help every student feel connected, capable, and successful both in and out of the classroom.

Rachel Koles	rkoles@ttusd.org	(530) 582-2754
Marianna Jimenez Chavez	mjimenezchavez@ttusd.org	(530) 582-2750
Kelley Connors	kconnors@ttusd.org	(530) 582-2750

Wellness Center
The Wellness Center is a calm, quiet, and compassionate space where students can take a break when they are feeling overwhelmed, stressed, or dysregulated. Students are welcome to visit to reset, recharge, and practice healthy coping skills before returning to class.

The Wellness Center offers mindfulness exercises, breathing practices, and HeartMath stations, along with sensory tools such as weighted items, slime, Play-Doh, kinetic sand, and fidgets. Students can also enjoy journaling, reading, games, art activities, and many other resources designed to support emotional well-being. Our wellness specialist-Kirby Falk-kfalk@ttusd.org

Parent Support Organizations

All parents are encouraged to support their child's middle school experience by being an active member of one or more of the parent support groups. For information contact ACMS PTO or TEMPO.

Hope Squad

Hope Squad is a school-based peer-to-peer program that serves to reduce youth suicide through education, training, and peer intervention. If you have questions, and/or want to be more involved, feel free to connect with any of ACMS's HOPE Squad Advisors: Rachel Beckman, Kirby Falk, and Pedro Apolinar-Hernandez.

Help Lines

You are not alone-it is okay to ask for help

- If you or someone you know is in immediate danger call 9-1-1
- 988 Suicide and Crisis Lifeline, call, text or chat
- Trevor Lifeline (LGBTQ+ Youth)
    - Call: 1-866-488-7386
    - Text: "START" to 678678
    - Start a confidential chat at The Trevor Project-Get Help Now.
- Nevada County 24 hour-crisis line
    - (call) (530): 265-5811
- Sierra Community House (Serving Truckee/North Tahoe)
    - Crisis Intervention and Prevention 24 hour call: 1-800-736-1060
    - Hunger relief, family support and engagement, legal assistance
- Nevada County (Truckee) Teen Clinic
    - Free, walk-in, confidential- Wednesdays 1-4 PM
    - Call: (530) 582-7814
    - Get information about reproductive health, birth control, STD testing, mental health and other health concerns
- Truckee Police Department
    - Non-Emegency Dispatch (530) 550-2320

EMERGENCY & SAFETY INFORMATION

School Resource Officer (SRO)

ACMS has a School Resource Officer on campus part time throughout the week. This officer is at school to build relationships with students and monitor campus safety. Officer Bratt, a Truckee Police Department officer, is well known on campus and a trusted adult for many students.

Evacuations

ACMS has emergency evacuation protocols in place that align with district and county safety guidelines and safety measures. ACMS conducts regular drills (fire, earthquake, lockdown) to ensure students have the opportunity to practice various emergency and evacuation scenarios.

Fire Alarm
Fire alarm protocols are in place, and include an evaluation of the degree of emergency with district maintenance and the local fire department. Families will be notified immediately in case of an emergency. If the fire alarm does not represent an immediate threat, families will be notified by email later in the day.

ALICE
Our district has proactively adopted the **ALICE** program to enhance school safety:

- An emergency response protocol to be used in the rare, but very real, presence of an armed intruder.
- A response designed to empower all citizens with the skills and knowledge to respond when shots are fired until public safety arrives.
- A response based on the premise that information, authorization, and proactive training are the key to surviving an active shooter.
- **ALICE** stands for: (*Not sequential)
  - **Alert:** all are authorized to alert students and staff to an active shooter, no codes used
  - **Lockdown:** barricade included
  - **Inform:** use of technology to provide detailed information to all stakeholders
  - **Counter:** interrupt the intruder
  - **Evacuate:** safely leave and relocate to school rally point(s)

ATTENDANCE/PUNCTUALITY & INDEPENDENT STUDY

Absences:
There are two kinds of student absences from school: Excused and Unexcused.

- **Excused Absence:** illness, death in the immediate family, medical or dental appointments, appearance in court, observance of a religious holiday, or school related activity, such as an athletic event or field trip.
- **Unexcused Absence:** any other absence is considered unexcused.
- *When students have **three unexcused absences** or **five excused absences,** district attendance letters will be sent to the parents according to California Attendance Laws.*

Please call the office whenever your child is not in school:

- Call or email the school before 9:00 a.m. at (530) 582-2750 and give your student's name, and reason for the absence; or
- When your son/daughter returns to school, send a note listing the date(s) and reason for absence. A parent or guardian must sign this note. Absences may be cleared by a parent writing a letter and/or using a telephone.
- Whenever students are absent, they will be **required** to make up any work they missed.
- If the reason for absence is due to a medical appointment please request a note from the provider and email a picture or send to school with your student to be turned in to the office.

Tardiness:
If a student arrives at school after school has started, he/she is considered tardy. Tardies over 30 minutes without a valid excuse (e.g., medical appointment) are considered unexcused absences under California State Law. All students who are late to school must first check in at the office to get a "Tardy" pass before going to their first period class.

CATEGORY	EXPLANATION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE

Late To School and/or Tardy To Class *Per trimester.	Unexcused late arrival to the classroom	Teacher/ student conference	Parent notified by teacher	Written referral, administration notifies parent	After school detention, and after school for each tardy that follows per trimester
Cutting/ Truancy *Per school year.	Willful failure to attend class or thirty minutes or more late to school	Parent notified; two days of lunch detention	Parent notified; in-house suspension on campus	Parent/ Administration Conference; in-house suspension	Administrative/ Parent conference; authorities notified

Independent Study

Criteria and Expectations for participation

Short-Term Independent Study is available by request for extenuating circumstances, and can be an option for students who demonstrate the motivation, commitment, organizational and academic skills necessary to work independently and whose parents/guardians demonstrate a level of commitment to assist their child. *Only parents, legal guardians, or legal caregivers may sign independent study contracts for minors. Approval of any Independent Study Contract is* ***subject to Principal approval and not automatically guaranteed.***

Important Information

- Requests for Independent Study must be made **at least** 10 school days **in advance** of the first day of the absence. Requests can be made through InformedK12.
- Short Term Independent Study is for student absences of 3 - 15 school days**.**
- Short Term Independent Study is also for absences related to an extracurricular program or competitive sports. ***This agreement replaces the "Sports Contracts."***
- Educational content will be aligned to grade-level standards and at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
- A student whose academic performance is not at grade level may participate in the independent study only if the school can provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials to enable the student to be successful (TTUSD Board Policy and Administrative Regulation 6158).
  - ★ District Short Term IS Information for Parents
  - ★ District Short Term IS Information for Parents (Spanish)
- Students on a Sports Contract will have weekly grade-checks. If a student has not kept up with their work they may not be allowed to take part in the sport until all work has been completed

A student's participation can be denied if:

1. The participation criteria above are not met ***-or-***
2. The student has a history of inconsistent attendance ***-or-***
3. The student has a history of incomplete classwork ***-or-***
4. The student has a history of incomplete independent study contracts ***-or-***
5. The student has an IEP or 504, and independent study is not included in the plan as an option for instruction.
6. The initial request has been submitted less than 10 days in advance of the first date of absence.

Snow Days

Schools will be closed when the Department of Transportation declares R2 (chains only) conditions on any road within the district, with the exception of Brockway Summit on Highway 267. This decision is made in conjunction with the district superintendent, and is reported on local radio and television stations as of 5:30 a.m. on the day in question. You may also access this information on the District website: www.ttusd.org, district app, the snow phone at: (530) 582-2510 or (530) 581-7020, and/or local radio and/or television stations.

FOOD & NUTRITION SERVICES

ALL SCHOOL MEALS ARE FREE!

Menus can be found at www.ttusd.org/food

TTUSD school meals (breakfast and lunch) are free for all TTUSD students, regardless if a meal application has been submitted. ***However,*** we ask that you fill out a new meal application every school year in order to be considered for the many benefits below for your student/family.

These benefits may include but are not be limited to:

- Summer Sun Bucks EBT, CalFresh food card per child, up to $120 per household - Info here
- Waived or reduced AP & College Application fees, PSAT/SAT application fees
- Specific scholarship opportunities for those who are eligible for free or reduced meals

How to apply for free meals:

Complete one application per household. Prior meal applications do not carryover, a new application for the 2026-2027 school year must be submitted. **The school bus application does not qualify as a meal application.** Visit www.linqconnect.com**, register for an account and fill out an application. Registering for an account allows you to print an eligibility letter.** Request a paper application and/or contact the TTUSD Food Services Department by phone 530-582-2528 or email food@ttusd.org

TTUSD Wellness Policy

A healthy school environment is important for student academic success, long-term health and well-being. This document outlines TTUSD's goals for nutrition education, physical activity, and other school-based activities that promote student wellness. The TTUSD Wellness Policy applies to all foods and beverages served, sold, or given to students during instructional hours and it sets nutrition standards for meal times throughout the school day.. The policy also includes specific nutrition guidelines for food fundraising (any food or beverages sold) or foods brought on campus/district wide for celebrations or rewards on campus and district wide.

TRANSPORTATION

District provided transportation is a privilege, not a right. Students who ride the school bus have certain responsibilities for the comfort and safety of other students, as well as for themselves. It is important that students conduct themselves in an orderly manner at the bus stop and on the bus. The bus driver has complete authority over any circumstances arising on the bus and will give a bus referral when necessary. Students who vandalize buses in any manner will be subject to loss of bus privileges and be required to pay for damages.

Students who ride the school bus are required to have a bus pass. Students may only ride on their assigned bus. To apply for a bus pass please fill out an application online: visit our website or call (530) 550-0745. ***Any student who rides a different bus than normal (such as when going to a friend's house) must bring a note from a parent and have it approved by the office or signed by a school administrator before getting on the requested*** **bus.**

Bus Rules: Don't Lose Your Riding Privilege!

1. Be courteous and respectful and follow the drivers/attendants directions.
2. Students shall be required to scan their bus pass upon entering and exiting the bus.
3. Fasten seatbelts and remain seated at all times. Keep hands & head inside the bus.
4. No eating, drinking or chewing gum.
5. No hazardous and oversized objects (Ex: skateboards, skis, snowboards, weapons, glass, matches, etc).
6. No unauthorized exits/entrances off the bus. (Emergency doors or windows)
7. Respect the personal space of others. Keep hands and feet to yourself.
8. Keep aisles and exits clear.
9. Keep the noise level down. Profane language and/or gestures are prohibited.
10. No vandalism, parents are liable for any and all willful vandalism and/or destruction to the school bus.
11. Do not throw any objects.
12. No pets allowed in the bus or at the bus stop.
13. Taking pictures or videos is prohibited.

Bicycles/E-bikes: ACMS uses California Law to guide policy and rules regarding bicycles and e-bikes. Bicycles may be ridden to school and parked in the bike racks before school begins. Bike racks can be found in the seventh grade village and in the back of the school. Riding bicycles during school hours is not allowed. All students riding bicycles on campus ***must*** wear a bicycle helmet and follow state laws. Bicycles must be padlocked during school hours. The school assumes no responsibility for bicycles.

Electric Bike/Bike Safety: ***Cyclists under the age of 18 are required to wear a bicycle helmet while riding a bike.*** Please make sure that your child always wears a helmet when they are cycling. We will have your students call home if he/she is not wearing a helmet.

When riding, always:

- E-Bike riders MUST walk their bikes when arriving on campus before school and when departing school to the edge of school property
- Go With the Traffic Flow. Ride on the right in the same direction as other vehicles. Go with the flow - not against it.
- Obey All Traffic Laws. When you ride in the street, obey all traffic signs, signals, and lane markings.
- Yield to Traffic When Appropriate. This also means yielding to pedestrians who have already entered a crosswalk.
- Be Predictable. Ride in a straight line, not in and out of cars. Signal your moves to others.
- Stay Alert at All Times.
- Look Before Turning. When turning left or right, always look behind you for a break in traffic, then signal before making the turn. Watch for left- or right-turning traffic.
- Watch for Parked Cars. Ride far enough out from the curb to avoid the unexpected from parked cars (like doors opening, or cars pulling out)

- Students must have parent permission to leave campus on their e-bike before dismissal. Parents must communicate with the office and sign students out on campus using the QR Code in order for students to leave before dismissal.

ATHLETICS

Alder Creek Middle School is proud to offer six different team sports programs. They are:

- Cross Country Running-(open enrollment) starts before school starts
- Girls basketball- Tryouts are before school starts
- Boys basketball-Tryouts are in mid October
- Girls volleyball-Tryouts are in December
- Cross Country skiing (Nordic)-(open enrollment) starts in December
- Track & Field-(open enrollment) starts in March
- Soccer- (open enrollment)-practice and scrimmage only in April

If you are participating in a sport or are planning to participate in a sport at ACMS, please donate to our athletics programs and student athletes. This donation is used for new jerseys, equipment, referees, and transportation. Please donate here.

To be eligible to participate in athletics, each student must: (1) maintain good citizenship by following school wide behavior expectations, (2) maintain good work habits (No more than 3 missing assignments in a single class). There will be weekly grade checks to ensure that student athletes are keeping up with their work and maintaining good citizenship. All athletes must have proof of health insurance. Ed Code 32221.5 requires all members of a school athletic team be covered by accidental injury insurance. For athletes without health insurance, the office has information on affordable policies.

Here are **the forms** you need to complete and submit for your student to participate in sports. Every athlete needs an active Aktivate account (**Register on Aktivate**) to try out and play. We recommend registering by July 29th.

- NIAA Health Physical Form
  Physicals are only required ONCE in middle school, so must be done in 6th grade, and must be completed before your student's first sport begins. If your child experiences a change in their health over the course of middle school, Tahoe Forest suggests that your student complete a "well child check" before participating.
- Sports Participation Authorization-English & Spanish
  This form needs to be completed annually for your students. Sports Participation Authorization English & Spanish
- Sports Concussion Form-English & Spanish
  This form needs to be completed annually for your student
- Sudden Cardiac Arrest-English/Sudden Cardiac Arrest-Spanish
  This form needs to be signed annually

Please contact Mr. Cooper at jcooper@ttusd.org, if you have any questions.

ACMS STUDENT COUNCIL

Clubs and Organizations

Students are encouraged to participate in both academic and extracurricular activities at ACMS. Listen to announcements and stay informed of club meeting times. Any student interested in starting a new club should contact Megan Hurley ASB Director.

Dances

Dances will be held throughout the school year for ACMS students only. We encourage and need parents to volunteer to chaperone our dances to ensure the safe enjoyment of all. Rules governing dances are:

- Dances are held on Friday nights between 5:00 p.m. and 7:00 p.m.
- All students should arrive at the dance at approximately 4:50 p.m.
- No one will be admitted after 6:00 p.m. unless special arrangements are made.
- Students should plan to be picked up no later than 7:00 p.m. Pick up is in the upper seventh grade parking area.
- Students may not leave the dance early unless a parent picks them up at the front doors to Donner Lake.
- Any student absent from school on the day of a dance is not permitted to attend the dance unless cleared beforehand with the administration.
- Violations of school rules during dances may result in disciplinary action.
- Personal cameras are not permitted. Phones must be put away during the dance.
- Attending school dances is a privilege, therefore students that have not been following school behavior expectations (ex: two or more refocus forms from any class), have been suspended, are not keeping up with their school work, have missed school due to unexcused reasons (and/or have more than 3 unexcused absences) will not be allowed to attend a school dance within a trimester.

AFTER SCHOOL PROGRAMS-BOYS AND GIRLS CLUB

Alder Creek Middle School provides after-school programs that support student learning. These programs include the following: Boys and Girls Club, Homework Club, and Athletics. Please call the Boys and Girls Club (530) 582-3760 or (530) 608-2245 for more information regarding sign up for the school year.

Personal Property

Students assume sole responsibility for loss or damage of any school or personal property issued to or belonging to them, such as garments, equipment, books, technology or musical instruments. The school will endeavor to protect such properties, but is not responsible for them. Because we are not responsible for personal equipment, you are NOT to bring non-educational items such as electronic games, animals, skateboards, cameras, or excessive money to school. Additionally, we are not responsible for sporting equipment.

- All books should bear the owner's name on the inside cover.
- All personal property should bear the owner's name or other identification mark.
- All backpacks are to be kept in locations that are specified by the teacher.

ACMS SCHOOL SITE COUNCIL

The School Site Council is made up of parents, teachers, and administration from Alder Creek Middle School. The committee meets monthly throughout the school year. The purpose of the site council is to

review our school plan and to allocate funds generated through the State of California's School Improvement program to meet the goals and objectives established in the school plan.

GRADING SYSTEM

TTUSD designed the Standards-Referenced Reporting System (1-4) used at Alder Creek Middle School to inform students, parents, and staff about progress toward achieving specific learning standards throughout the school year. Our trimester grading system communicates how students are progressing in their proficiency of standards over time.

We believe learning is a continual process, and our reporting system reflects this philosophy by helping students focus on growth rather than past setbacks. This approach benefits all stakeholders—students, teachers, and parents/guardians. The benefits include:

- A 1-4 grade reflects a student's current level of proficiency based on what they know and can do during each trimester.
- Students, parents, and other stakeholders receive information about progress toward proficiency through individual assignment scores and trimester reports.
- Students, parents, and stakeholders gain clearer awareness of academic expectations for the end of the school year.
- Students, parents, and stakeholders receive specific feedback about the standards or learning targets where additional support might be needed, helping everyone work together to support student achievement.
- Students understand that progress toward standards is ongoing throughout the year, rather than ending at a single point in time.

Why is there a separate grade for Work Habits?

When grades combine achievement in the standards with factors like turning in work on time or classroom behavior, we are not able to discern what skills and knowledge students have obtained. Separating Standards-based achievement from work habits allows us to report student learning more accurately, while also reporting a student's characteristics as a learner.

What will be communicated each trimester with report cards?

An overall grade for each subject will be provided along with access to more specific information related to your child's progress in each skill set within each subject area. For example, you will see an overall grade for ELA, and when you click on ELA you can see more detailed information regarding Reading, Writing,

Proficiency Scales

Academic

4	Standard Exceeded
3.5	Approaching Standards Exceeded
3	Standard Met
2.5	Approaching Standards Met
2	Standard Nearly Met
1.5	Approaching Standards Nearly Met
1	Standard Not Met

Work Habits Marks

4: Consistently	**Always Ready, Responsible, and Productive** • Conversation and behavior are focused and on task • Consistently turns in work on time • Produces quality work; gives his/her best effort
3: Often	**Often Ready, Responsible and Productive** • Conversation and behavior are generally focused and on task • Turns in work on time a majority of the time • Majority of the time produces quality work; gives his/her best effort
2: Sometimes	**Sometimes Ready, Responsible and Productive** • Focus and behavior are inconsistent ◦ Sometimes turns in work on time • Infrequently produces quality work
1: Rarely	**Rarely Ready, Responsible and Productive** • Rarely participates in classroom discussions • Rarely turns in work on time; rarely produces quality work • Hardly ever produces quality work

Language, and Listening and Speaking. This feature is available in all subject areas when you log into your JumpRope Family Portal to view your child's progress.

Here is a link to JumpRope: https://app.jumpro.pe/login

CHROMEBOOKS & PERSONAL TECHNOLOGY

Please review all technology information at www.ttusd.org under Departments then Technology. All students and guardians must sign a contract (AUP) stating students and families understand technology expectations. No student will use technology unless this form is signed. If a disruption occurs because of technology, the employee may direct the student to turn off the device and/or confiscate it. If a school employee finds it necessary to confiscate a device, he/she may either return it at the end of the class period; may return it at the end of the day; or may keep it until administration has consulted with parent/guardian and made arrangements for return of the electronic device (refer to behavior matrix page 15). ***Students must have educational technology at school, charged and ready each day.***

The Chromebook is the responsibility of the student to which it is assigned, as with all TTUSD instructional materials. This includes costs associated with damages and loss or theft (California Education Code 48904). Expectations for the use and care of the Chromebook package (Chromebook and charger) are found in the **STUDENT TECHNOLOGY USE AGREEMENT**- signed at the beginning of this year.

TTUSD Family Responsibilities Here

- Ensure your child meets the expectations as outlined in the Student Technology Use Agreement.
- Ensure the Chromebook is cared for properly.
- Ensure your child reports ANY damage to his/her Chromebook immediately.

Cell Phones/Cellular Devices/Personal Technology: Cell phones, smart watches, smart glasses, and earbuds are not necessary tools for school, and can negatively impact learning and social connections. ACMS follows the TTUSD Technology Use Agreement: Tahoe Truckee Unified School District students are only permitted to use District Technology for purposes which are safe (pose no risk to students, employees or assets), legal, ethical, do not conflict with the mission of the Tahoe Truckee Unified School District, and are compliant with all other Tahoe Truckee Unified School District policies. The Parent/Guardian understands that TTUSD is not responsible for lost, stolen, or damage to personal devices. While at school, students accept monitoring of student usage of their personal devices at any time, when requested by school Personnel (teachers or administration) according to California Education Code Section 48901.5.

Personal cellular devices may be used:

- Before school begins
- After school ends

Personal cellular devices may not be used:

- During the school day, including
    - Passing periods
    - Lunch and/or recess
    - In restrooms

ALL PERSONAL CELLULAR DEVICES (watches, phones, glasses, ear buds) MUST BE TURNED OFF AND IN BACKPACKS DURING THE SCHOOL DAY!

- For students who don't bring backpacks, they will turn in their phones in the morning and get them at the end of day.

Parents can help their ACMS student avoid cell phone infractions by:

- Making after-school arrangements before the beginning of the school day
- Calling the office to deliver a message during the school day in the case of an emergency
    - **(530) 582-2750**
- Refraining from texting, emailing, chatting, etc with your student on their cell phone during the school day
- Reminding your child to keep their phone off and in their backpack every day

Please note:

- ★ School phones are not for personal business.
- ★ Please give your child the information he/she needs before coming to school regarding before/after school activities or riding/or not riding the bus after school. This keeps school phone lines to be open for school business and possible emergencies.
- ★ School personnel will not devote time or effort to recover lost or stolen cell phones.

Videos and pictures on school grounds are a violation of personal privacy and are prohibited without immediate staff authorization and supervision.

DRESS CODE

Alder Creek Middle School is a safe environment for learning. We expect all students to dress appropriately for learning environments. If a student violates the dress code, they will be spoken to privately and respectfully.

Dress Code Expectations:

Parents/guardians of students have the primary responsibility for establishing and implementing appropriate standards of dress. It is our responsibility to establish a classroom and campus atmosphere that fosters a productive learning environment. Students who are in violation of the dress code will meet with an administrator.

1. Students Must Wear
    a. Top: shirt
    b. Bottom: pants/sweatpants/shorts/boardshorts/skirt/dress/leggings
    c. Shoes; activity-specific shoe requirements are necessary (for example, for sports/P.E.,)

Physical Education requires assignment-specific dress. Clothing should allow students to move comfortably without revealing undergarments or private areas.

2. Students May Wear (with provisions):
    a. Hats (teachers may enforce a classroom policy)
    b. Hoodie sweatshirts (hood off indoors)
    c. Shorts and shirts.

3. Students Cannot Wear:
    a. Violent language or images
    b. Images or language depicting drugs or alcohol (or any illegal item or activity) or use of the same.
    c. Drug or alcohol brands
    d. Hate speech, profanity, pornography.
    e. Images or language that creates a hostile or intimidating environment for students and staff.
    f. Sunglasses indoors
    g. Accessories/jewelry that could potentially be used as a weapon.

*Grades Reflect Performance, Not Compliance. The primary purpose of a grade in Physical Education is to measure a student's mastery of physical skills, knowledge of rules, and active participation. According to Education Code Section 49066(c), a grade cannot be adversely affected if the failure to wear standardized apparel arises from circumstances beyond the student's control (e.g., financial hardship, lost uniform).

Penalizing a grade for not dressing out is often viewed as a behavioral penalty rather than an academic one. If a student refuses to change but is still wearing appropriate movement clothes (such as sneakers and jeans) and participates fully in the activity, they are meeting the class's learning objectives. Lowering their grade would inaccurately reflect their physical abilities and effort. Example-Jumprope

SCHOOL-WIDE STUDENT POSITIVE BEHAVIOR EXPECTATIONS

ACMS has student expectations to uphold positive behavior. We believe that every student contributes to a positive environment and school culture. Listed below are the behaviors we expect to see throughout the school.

	Safe	Respectful	Responsible
All Settings	• Keep hands, feet and objects to yourself. • Be where you belong • Pay attention • Report any issues to an adult • Be an upstander - speak up	• Use appropriate language • Be inclusive • Show empathy and compassion for others • Respond in an appropriate manner	• Be on time • Be appropriate • Follow directions the 1st time given • Keep track of belongings
Hallways	• Walk on the right-hand side • Keep hands, feet, objects to yourself • Keep hallway, doors and railings clear at all times • Walk directly to intended location	• Use conversational voices • Use kind and appropriate language	• Walk directly to intended location • Throw all trash in garbage can or recycling bin • Carry materials and be prepared for class • Keep technology in your backpack

	Safe	Respectful	Responsible
Cafetorium	• Walk at all times • Keep hands, feet, objects and food to yourself • Eat while sitting at a table • Ask permission to be excused from your table	• Use conversational voices • Use kind, appropriate and inclusive language • Touch only your food • Use the same manners you would at a restaurant	• Throw away all trash • Clean up and report spills when possible • Wait patiently to be dismissed as a table group
Gym and Outside Area: South Patio, Blacktop, Turf	• Keep hands, feet and objects to yourself. • Use equipment as intended • Balls on Blacktop and Turf ONLY	• Use kind and appropriate language • Include others • Share equipment • Leave PE equipment alone	• Food is allowed in the South Patio only • Return equipment • Leave playground at the appropriate time
Classroom	• Keep hands, feet and objects to yourself • Follow Class Procedures • Keep work area clean. • Respect personal space of others	• Foster a positive learning environment • Follow teacher's requests • Welcome guest teachers • Allow others to learn • Respect school property • Respond to attention signals	• Be prepared for class • Adhere to classroom norms • Take ownership over your education and build up others • Stay organized
Assemblies/ Rallies	• Keep hands, feet and objects to yourself • Walk with your class	• Particiapate • Listen • Use appropriate responses/applause • Voices off when someone is speaking	• Be on time • Monitor your own behavior • sit in a designated area
Extra Curricular/ Off campus	• Stay seated so everyone can see • Be careful of equipment and watch where you walk	• Listen to whomever is talking • Show good sportsmanship • Be respectful to all participants, visitors, and spectators	• Take care of yourself • Leave your area clean
Restrooms	• Be sanitary during and after using the restroom • Enter and Exit safely • Use facilities appropriately	• Ask to go to the restroom • Respect restroom property • Honor privacy of others • Use appropriate voice level	• Report unsanitary conditions • Keep restroom clean • Use facilities appropriately
Digital Citizenship/ Chromebooks	• Only view school appropriate images and videos • Think before you post, would you say it in person? • Report issues or concerns to a trusted adult • Keep passwords and account information private • Only access teacher approved	• Follow classroom rules specific to each device • Carry chromebook with two hands and lid closed in classrooms, keep in backpack when leaving classrooms and in the hallways • Treat your chromebook/ technology with care	• Use chromebook at approved times • Charge chromebook nightly • Bring your chromebook to school everyday • Report damage immediately • Use devices for educational purposes • Create a positive online reputation • Be aware of your screen time

	Safe	Respectful	Responsible
	sites		

SCHOOL-WIDE STUDENT BEHAVIOR EXPECTATIONS AND CONSEQUENCES

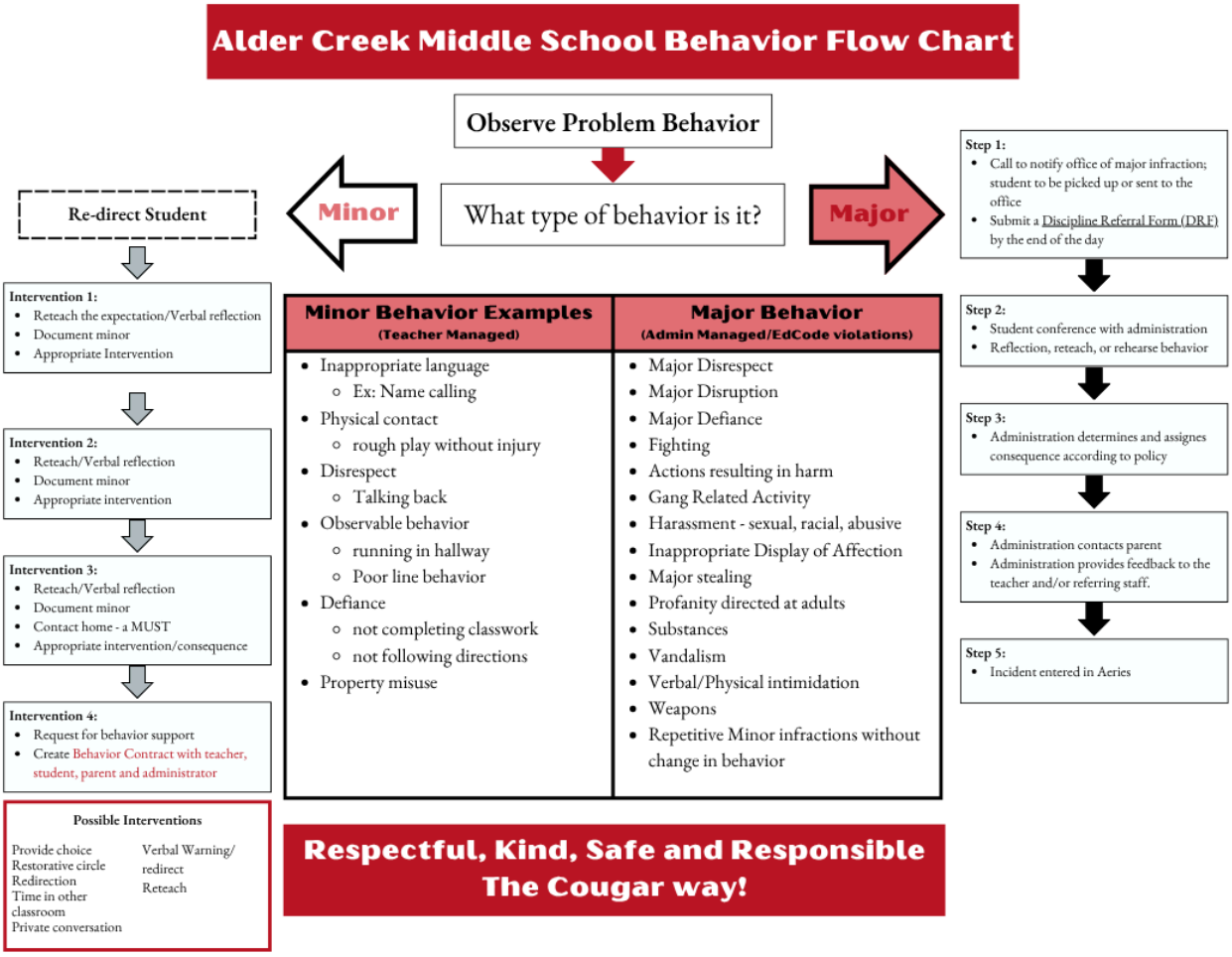
Listed below are school wide rules, a rationale for the rules and appropriate possible consequences for students. **Each rule and the progression of offenses is monitored differently; rules are monitored daily, weekly, monthly, per trimester, and/or per the whole school year.**

Behavior Expectations and Infractions	**RATIONALE**	**1st Offense** **(Reinforce Expectation)**	**2nd Offense** **(Targeted Intervention)**	**3rd Offense** **(Individualized Intervention)**
Follow Classroom Rules *The progression of offenses is monitored weekly.	Behavior that the teacher deems as disruptive and/or disrespectful in nature and negatively affects learning for both yourself and other classmates is unacceptable.	Refocus Form with a focus on restorative practices with alternative placement (partner teacher); Student/Teacher Conference to review the refocus form and use it as an educational tool.	Refocus Form with a focus on restorative practices with alternative placement to the office, Student/Admin Conference; teacher phone call home.	Refocus Form with alternative placement to the office, Student/Administration Conference and administrator phone call home; classroom suspension for that class period and any further violation during that week; lunch detention for each class removal. Request for parent to join class the next day
Misuse of Chromebook *The progression of offenses applies to each trimester.	Chromebooks are provided to enhance student education; they are to be used properly and treated with care. Students should only have apps open that have been approved by the teacher per class period. Students are not to game, YouTube or have nonacademic apps open in class. Willful physical destruction of the Chromebook will result in removal; insurance does NOT cover willful destruction.	**Misuse**: device will be confiscated for the class period; teacher will notify parents; student will have access to classroom chromebook if necessary for learning.	**Misuse:** device will be confiscated for one school day; teacher will notify parents; student will have access to classroom chromebook if necessary for learning. Student required to attend after school tech repair detention with district tech personnel AND responsible for payment of repair parts.	**Misuse or Physical Destruction:** device will be confiscated for three school days; admin will notify parents; option to block student access will be discussed with the parent/student/teacher/admin. The next offense will result in suspension of chromebook usage for one week; student will have access to classroom chromebook if necessary for learning.
Cell/smart Phone/watch used within school day	Student cell phones must be stored in their backpacks at the start of first period. Note - teachers may allow usage for educational	Cell phone will be confiscated for the remainder of the day. The student can pick up his/her cell phone at	Cell phone will be confiscated for the remainder of the day. The parent will be	Cell phone will be confiscated for the remainder of the day. The parent will be

Behavior Expectations and Infractions	RATIONALE	1st Offense (Reinforce Expectation)	2nd Offense (Targeted Intervention)	3rd Offense (Individualized Intervention)
hours *The progression of offenses applies to the school year.	purposes within their classroom - teacher discretion.	2:15 in the office. If the student is defiant about turning in his/her phone, other consequences will result.	contacted and requested to pick up at the end of the day.	contacted and requested to pick up at the end of the day. Student will need to check in phone for the remainder of the trimester. However, if caught again, student will check phone in for the remainder of the year
Inappropriate language *The progression of offenses applies to the whole school year.	Racial, sexual, foul language (written or spoken) is offensive and has no place in school.	Student/Parent/Teacher Conference with a restorative emphasis; alternative to suspension.	Student/Parent/Teacher Conference with a restorative emphasis; alternative to suspension or home suspension.	Student/Parent/Teacher Conference and home suspension.
Defiance *The progression of offenses applies to the whole school year.	Willful defiance that negatively affects student learning and/or shows disrespect for the teacher is not acceptable.	Removal from class; restorative meeting with administration, student, and teacher. Parent notified.	Removal from class; parent meeting held with student, admin and teacher with a restorative emphasis. Request for parent to join class the next day.	Alternative to suspension or in-house suspension; Parent meeting held.
Bullying *The progression of offenses applies to the whole school year	Any type of bullying is hurtful. Bullying involves: - Unprovoked physical action or threat - Motivated by an intent to cause fear, distress or harm - Repeated and aggressive acts against someone with less power	Student/Teacher/Admin Conference; parent notified by teacher/admin; written referral by teacher; alternative to suspension. Second Step curriculum with counselors. Restorative conversation among students.	Student/Administrator Conference, parent notified by administrator; written referral by teacher; alternative to suspension or in-house suspension. Second Step curriculum with counselors. Restorative conversation among students.	Parent/Teacher/Administrator Conference and full day(s) out of school suspension.
Sexual Harassment *The progression of offenses applies to the whole school	It is common decency to treat each other with respect. Harassing, degrading, or disgracing other students because of their gender will not be permitted.	Parent notified by administrator; alternative to suspension or in-house suspension; written referral by teacher; Second Step curriculum with	Parent/Administrator Conference, alternative to suspension, in-house suspension; written referral by teacher. Second Step curriculum with counselors.	Parent/Teacher/Administrator Conference, Home Suspension, counseling, and authorities notified.

Behavior Expectations and Infractions	RATIONALE	1st Offense (Reinforce Expectation)	2nd Offense (Targeted Intervention)	3rd Offense (Individualized Intervention)
year.		counselors. Restorative conversation among students, if possible.	Restorative conversation among students, if possible.	
GUM *The progression of offenses is monitored each trimester.	Gum is extremely difficult to clean up.	Student/Teacher Conference; Warning	Student/Teacher Conference; Parent notified by teacher	Written referral, Student/Admin conference; phone call home; lunch or after school detention; and lunch detention for any further violation
Overly rough behavior *The progression of offenses applies to the whole school year.	A student's hands on another student is not acceptable; be it play or serious, neither is permitted.	Warning and parent notified; restorative conversation with those involved and affected	Parent notified; written referral and lunch detention; restorative conversation with those involved and affected	Student/Parent/ Administrator Conference; written referral and multiple days of lunch detention
Throwing of Objects *The progression of offenses applies to the whole school year.	Throwing of objects such as snow, food, water, rocks, dirt etc. is not safe and is unacceptable at school.	Warning and parent notified; restorative conversation with those involved and affected	Parent notified and lunch detention; restorative conversation with those involved and affected	Parent/Student/Administrator Conference; multiple days of lunch detention
Amorous Behavior *The progression of offenses applies to the whole school year.	School is not the place to be overly affectionate with others; kissing and hugging are not permissible.	Warning and parents notified by teacher	Parent/Administrator Conference and counseling	Parent/Administrator Conference; further consequences determined at conference.
Cheating *The progression of offenses applies to the whole school year.	Our school's goal is to help students learn and act with honesty and respect. Cheating takes away from real learning. We believe doing your best is more important than just getting good grades.	• "1" on the original assignment/ exam • An additional opportunity to complete the assignment on their own. • The teacher will notify the student's, parents/ guardians, administration • The teacher will confer with the	• "1" on the original assignment/ exam • An additional opportunity to complete the assignment on their own. • The teacher will notify the student's parents/ guardians, administration • The teacher or admin will arrange a	The teacher will notify parents/ guardians and administration Administrative action will be taken: Parent Conference with academic success plan, zero for the assignment.

Behavior Expectations and Infractions	RATIONALE	1st Offense (Reinforce Expectation)	2nd Offense (Targeted Intervention)	3rd Offense (Individualized Intervention)
		student	student/parent/ teacher/admin conference	
Dress Code *The progression of offenses applies to the whole school year.	The school's role is to maintain a learning-focused environment. Some classes may require specific attire (e.g., PE or band). Clothing should allow comfortable movement without exposing undergarments or private areas. Dress code violations will be addressed by an administrator. **See dress code details in specific dress code section of handbook	The student issued a warning. Parent/guardians may be contacted by administration, and students may be required to change clothing depending on the circumstance.	Student issued a warning and violation is logged in discipline file. Student required to change clothing. Parent/guardian will be contacted by administration and referred for restorative meeting with parent/guardian.	Student issued a warning and violation is logged in discipline file. Student required to change clothing. Parent/guardian will be contacted by administration and referred for restorative meeting with parent/guardian.



DISCIPLINE POLICY

Our Philosophy on Behavior

Middle school students need to learn that they are ***individually responsible for their actions and attitudes.*** The process of maturation requires the student to develop skills of self-discipline, decision making and critical thinking. Attaining this goal requires continuous communication among teacher(s), administration, student, and parents in terms of expectations of student behavior and the consequences for inappropriate behavior.

Disciplinary Action

Possible consequences are designed to be **progressive and restorative** in nature to address a specific behavior. Students involved in any act of misconduct listed as grounds for disciplinary action may be assigned consequences that are appropriate for the misconduct. A progressive system will be used in assigning those consequences. i.e. should a student continue to break particular rules, proportional consequences will be assigned. Serious offenses and/or Ed Code violations (see below) will follow Tahoe Truckee Unified School District Board Policy and California State Education Code. Parent communication and support is important if/when disciplinary action is necessary.

Discipline is imposed only when other means of correction fail to bring about proper conduct. However, a student may be suspended or expelled upon a first offense for violations of Education Code, Section 48900, or whenever it is determined that the student's presence in school causes danger to persons or property or threatens to disrupt the instructional process. See Tahoe Truckee Unified School District K-12

Guidelines for Suspension and/or Expulsion in the Ed Code Violations section below. **Our discipline policy will be in effect while on school grounds and during all co-curricular school functions on and off campus.**

California Education Code Violations:
California Ed. Code violations are typically considered to be serious breaches of school rules, district policies and/or California state law. Examples include fighting, bullying, harassment, bringing alcohol, drugs, vape pens, e-cigarettes, or tobacco on campus, or stealing. Should a student violate a rule that falls under California Education Code 48900, they will be disciplined under the law and according to Tahoe Truckee Unified School District Board Policy. Please see the TTUSD Discipline Matrix here.

TTUSD Discipline Definitions:

Assault: Is an unlawful attempt, coupled with present ability, to commit a violent injury on the person of another.

Battery: is any willful and unlawful use of force or violence upon the person of another.

Bullying: any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students as defined in California Education Code sections 48900.2, 48900.3, or 48900.4, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property
- causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- causing a reasonable student to experience substantial interference with his or her academic performance.
- Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Brandishing: Having and using a weapon menacingly.

Electronic act: the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, or image.
- A post on a social network Internet Web site including, but not limited to: Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1). Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
- Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- Notwithstanding an electronic act shall not constitute pervasive conduct solely on the basis that it

has been transmitted on the Internet or is currently posted on the Internet. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

Expulsion: Ordered by the TTUSD Board of Education and is the removal of a student from all schools in the TTUSD for violating the California Education Code. The expulsion is for a defined period of time not to exceed one calendar year.

Harassment/Sexual Harassment: Any form of harassment is contrary to district policy and will be handled via disciplinary procedure. The policy on sexual harassment is required by state and federal law and applies to students in grades 4-12, staff, volunteers and other members of the school community. Prohibited sexual harassment includes but is not limited to the following descriptions: blocking normal movement for a student, sexual jokes, touching an individual's body or clothing in an unwanted way, unwelcome staring and sexual flirtations. Students participating in these activities will receive a warning and parent notification. Continued activities will result in a referral and initiation of the process for inappropriate behavior as addressed in Ca. Education Code. Students are constantly reminded about this policy by the following message that is posted in all classrooms on campus: ***Racial, ethnic, homophobic, sexist or other hateful remarks are degrading and not acceptable at Alder Creek Middle School.***

Self Defense: to establish the defense, the person must be free from fault or provocation, must have no means of escape or retreat and there must be an impending peril.

Serious bodily injury: means a serious impairment of physical condition including but not limited to the following: Loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, a wound requiring extensive suturing, and serious disfigurement.

Suspension: The removal of a student from the classroom for disciplinary reasons for a defined period of time. A principal or designee may suspend a student for up to 5 days. A suspension may be extended under certain conditions. Students placed on home suspension are not permitted on or near the school campus, nor are they allowed to participate in any school activities during suspension.

Terroristic Threat: shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out.

Alternatives To Suspension Include But Not Limited To:

Restorative	**Retributive Discipline**	**Educational/ Wellness**
Letter of apology	Behavior support contract	Counseling/Special Friends
Restorative Meeting - Student/parent conference/contract	Social probation, loss of privileges	Student Study Team
Check In/Check Out	Saturday school	504/Special Education Evaluation

Community Service	Assign tasks	Join student activity group
Conflict mediation	Campus beautification	CORR Drug Prevention Program
Caring Connection - Check In	Detention	Reteach Education Opportunity
Positive Behavior Intervention Support	Parent Classroom Supervision Visit from law enforcement Class/schedule change Special Assignment SART/SARB referral	SMART Referral Student mentor Substance abuse contract Teen Intervene Social Skill Group
	No contact contract	Coordinated Care Team
	Voluntary Transfer	

TTUSD Parent Notification

Explanation of Language Program Options and Alternative Program Requests

Tahoe Truckee Unified School district offers the following Language Acquisition Programs. In order to meet the educational needs of English Learners, all programs include English Language Development (ELD) and differentiated instructional strategies.

Structured English Immersion (SEI): English Learners (ELs) who score at less than reasonable fluency in English are placed in a SEI program setting and are taught overwhelmingly in English, but may be supported in the students' primary language. English learners receive instruction in ELD and other core subjects through effective teaching strategies from trained and authorized teachers using district-adopted textbooks and supplementary instructional materials. Instruction is based
on ELD and grade-level content standards.

Alternative Program Two-Way Immersion (TWI): is designed for Spanish-speaking EL students and English Only students who choose this choice program. The Two Way Immersion Program for grades K-5 provides language instruction in Spanish and English in the core subjects: language arts, social studies, mathematics and science. Students begin instruction primarily in Spanish and receive more and more English until it is 50/50 by 4th grade. Students receive daily instruction in English in ELD, music, physical education, and technology. The Two Way Immersion Program for grades 6-8 provides Spanish language instruction in at least one core content area in order to maintain biliteracy. Students receive daily instruction in ELD. The goals of this program are biliteracy and bilingualism, high academic achievement in all subjects and cross-cultural understanding and awareness. Requests to attend the TWI program must be submitted annually to the TWI school either in person or through the Data Confirmation process.

Alternative Program Request:
Parents or guardians may provide input regarding language acquisition programs during the development of the Local Control and Accountability Plan (EC Section 52062). If interested in a different program from those listed above, please contact Sara Colborn, ELD Program Specialist, at scolborn@ttusd.org or (530) 582-2552 ext. 20443 to ask about the process. Although schools have an obligation to serve all EL students, parents or guardians of English learners have a right to decline or opt their children out of a school's EL program or out of particular EL services within an EL program. If parents or guardians opt their children out of a school's EL program or specific EL services, the children retain their status as English learners. The school remains obligated to take the affirmative steps required by Title VI of the Civil Rights Act of 1964 and the appropriate actions required by the Equal Education Opportunity Act of 1974 to provide EL students access to its educational programs (20 U.S.C. sections 1703[f], 6312[e][3][A][viii]).

At any time, in schools in which the parents or guardians of 30 students or more per school or the parents or guardians of 20 students or more in any grade request a language acquisition program that is designed to provide alternative language instruction, TTUSD will make every effort to offer such a program to the extent possible.

Graduation Rate: *Our graduation rate for 2024-2025 was 95%*

Please call your child's school if you would like to schedule a parent conference to discuss program placement options for your child.

Williams Complaint Notice
2026–27
California Department of Education
Tahoe Truckee Unified School District

Notice to Parents, Guardians, Pupils, and Teachers

1. There should be sufficient textbooks and instructional materials. That means each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home.

2. School facilities must be clean, safe, and maintained in good repair.

3. There should be no teacher vacancies or misassignments.

- There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers.
- The teacher should have the proper credential to teach the class, including the certification required to teach English learners if present.
- Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
- Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

4. A complaint form may be obtained at the school office, district office, or downloaded from the school's website.

Aviso de Queja William 2026–27

Departamento de Educación de California

Distrito Escolar Unificado de Tahoe Truckee

Aviso a los Padres, Tutores, Alumnos y Maestros

1. Debe haber suficientes libros de texto y materiales instructivos. Esto significa que cada alumno, incluyendo a los estudiantes que están aprendiendo inglés, debe tener un libro de texto o materiales instructivos, o ambos, para usar en clase y para llevar a casa.
2. Las instalaciones escolares deben estar limpias, ser seguras y mantenerse en buen estado.
3. No debe haber vacantes de maestros ni asignaciones incorrectas. * Debe haber un maestro asignado a cada clase y no una serie de suplentes u otros maestros temporales.
    - El maestro debe tener la credencial adecuada para enseñar la clase, incluyendo la certificación requerida para enseñar a estudiantes que están aprendiendo inglés, si los hay.
    - Vacante de maestro significa un puesto al que no se ha asignado un solo empleado certificado designado al inicio del año para un año completo o, si el puesto es para un curso de un semestre, un puesto al que no se ha asignado un solo empleado certificado designado al inicio de un semestre para un semestre completo.
    - Asignación incorrecta significa la colocación de un empleado certificado en un puesto de enseñanza o de servicios para el cual el empleado no posee un certificado o credencial legalmente reconocido, o la colocación de un empleado certificado en un puesto de enseñanza o de servicios que el empleado no está autorizado de otro modo por ley a ocupar.
4. Se puede obtener un formulario de queja en la oficina de la escuela, en la oficina del distrito o descargarlo del sitio web de la escuela.

CALIFORNIA DEPARTMENT OF JUSTICE
OFFICE OF THE ATTORNEY GENERAL

CONSUMER ALERT

KNOW YOUR IMMIGRATION RIGHTS AND PROTECTION UNDER THE LAW

You have the right to apply for and secure housing without sharing your immigration status. California law prohibits housing providers from asking about your immigration status unless you are applying for affordable housing funded by the federal government. Additionally, housing providers cannot harass or intimidate you by threatening or sharing information about your immigration status to ICE, law enforcement, or other government agencies.

You have the right to access emergency medical care. Federal laws and regulations ensure the rights of all people, including undocumented immigrants, to access emergency medical care.

You have the right to a workplace free of harassment and discrimination. Under California law, you are protected from harassment and discrimination based on your national origin, ancestry, race, ethnicity, and other protected characteristics. Your employer cannot threaten to call immigration authorities as retaliation for reporting harassment or discrimination on the job. Your employer is also not allowed to ask about or look into your immigration status, unless they must do so to comply with federal immigration law and regulations, and you are not required to share this information.

You have the right to ask companies to stop selling your data or to delete your data. It is important to understand your data privacy rights, and it can be helpful to reduce the number of companies that are storing or selling data about you. For information on these rights and how to exercise them go to **oag.ca.gov/privacy/ccpa**.

You have the right to an attorney. If you are arrested by police, you have the right to a government-appointed lawyer. If you are detained by ICE, you have the right to consult with a lawyer, but the government is not required to provide one for you. You can ask for a list of free or low-cost alternatives. To find a legal aid organization near you, go to lawhelpca.org.

You have the right to access your police report. State and local law enforcement agencies cannot deny a victim of a crime access to their crime report because the victim cannot prove lawful presence in the country.

Your child has a right to a free public education regardless of immigration status. They also have a right to be in a public school learning environment free from discrimination, harassment, bullying, and intimidation. Schools must accept a variety of documents from the student's parent or guardian to demonstrate proof of age and residency. Information about citizenship/immigration status is never needed for school enrollment. You do not have to share information regarding passports or visas, or regarding the immigration status of a child, parent, guardian or other family member. And you do not have to provide a social security number or other card for either enrollment or for free or reduced-price school breakfast and lunch.

State and local law enforcement <u>cannot</u> ask for your immigration status for immigration enforcement purposes. California law expressly prohibits law enforcement from inquiring about a person's immigration status for immigration enforcement purposes.

State and local law enforcement <u>cannot</u> share your personal information for immigration enforcement purposes. This includes your home or work address for immigration purposes, unless that information is available to the public or unless that information involves previous criminal arrest, convictions or similar criminal history.

State and local law enforcement <u>cannot</u> assist ICE with immigration enforcement, with very limited exceptions. This means state and local law enforcement cannot investigate, cannot interrogate, cannot arrest, and cannot detain you unless they are part of a joint federal task force where the primary purpose of the task force is not immigration enforcement.

REPORT A COMPLAINT:

- If you believe your rights have been violated, report it to the California Dept of Justice at oag.ca.gov/report.
- If you believe you were subject to discrimination, harassment or retaliation, report it to the California Dept of Civil Rights at calcivilrights.ca.gov/complaintprocess/

IMMIGRATION HELP RESOURCES: Law Help CA: lawhelpca.org Immigration Law Help: immigrationlawhelp.org

SchoolHouse Connection

CALIFORNIA DEPARTMENT OF JUSTICE
OFFICE OF THE ATTORNEY GENERAL

CONSUMER ALERT

CONOZCA SUS DERECHOS DE INMIGRACIÓN Y PROTECCIONES BAJO LA LEY

Usted tiene derecho a solicitar y obtener vivienda sin compartir su estatus migratorio. La ley de California prohíbe que los proveedores de vivienda pregunten sobre su estatus migratorio, a menos que esté solicitando vivienda asequible financiada por el gobierno federal. Además, los proveedores de vivienda no pueden acosarlo ni intimidarlo amenazando con compartir o compartiendo información sobre su estatus migratorio con el ICE, las fuerzas del orden u otras agencias gubernamentales.

Usted tiene derecho a acceder a atención médica de emergencia. Las leyes y regulaciones federales garantizan el derecho de todas las personas, incluidos los inmigrantes indocumentados, a acceder a servicios médicos de urgencia.

Usted tiene derecho a un lugar de trabajo libre de acoso y discriminación. Bajo la ley de California, usted está protegido contra el acoso y la discriminación basados en su origen nacional, ascendencia, raza, etnia y otras características protegidas. Su empleador no puede amenazar con llamar a las autoridades de inmigración como represalia por denunciar acoso o discriminación en el trabajo. Su empleador tampoco tiene permitido preguntar o investigar su estatus migratorio, a menos que deba hacerlo para cumplir con las leyes y regulaciones federales de inmigración, y usted no está obligado a compartir esta información.

Usted tiene derecho a pedir a las empresas que dejen de vender sus datos o que los eliminen. Es importante comprender sus derechos de privacidad de datos, ya que puede ser útil para reducir el número de empresas que almacenan o venden información sobre usted. Para obtener información sobre estos derechos y cómo ejercerlos, visite **oag.ca.gov/privacy/ccpa**.

Usted tiene derecho a un abogado. Si es arrestado por la policía, tiene derecho a un abogado designado por el gobierno. Si es detenido por el ICE, tiene derecho a consultar con un abogado, pero el gobierno no está obligado a proporcionarle uno. Puede solicitar una lista de alternativas gratuitas o de bajo costo. Para encontrar una organización de asistencia legal cerca de usted, visite **lawhelpca.org**.

Usted tiene derecho a acceder a su informe policial. Las agencias de seguridad estatales y locales no pueden negar a una víctima de un delito el acceso a su informe de denuncia porque la víctima no pueda demostrar su presencia legal en el país.

Su hijo tiene derecho a una educación pública gratuita, independientemente de su estatus migratorio. También tienen derecho a estar en un entorno de aprendizaje escolar público libre de discriminación, acoso, acoso escolar (*bullying*) e intimidación. Las escuelas deben aceptar una variedad de documentos del padre, madre o tutor del estudiante para demostrar la edad y la residencia. La información sobre la ciudadanía o el estatus migratorio nunca es necesaria para la inscripción escolar. Usted no tiene que compartir información sobre pasaportes o visas, ni sobre el estatus migratorio de un niño, padre, tutor u otro familiar. Tampoco tiene que proporcionar un número de seguro social u otra tarjeta para la inscripción ni para recibir desayuno y almuerzo escolar gratuito o a precio reducido.

Las fuerzas del orden estatales y locales no pueden preguntar su estatus migratorio con fines de control de inmigración. La ley de California prohíbe expresamente que los agentes del orden pregunten sobre el estatus migratorio de una persona con el fin de aplicar las leyes de inmigración.

Las fuerzas del orden estatales y locales no pueden compartir su información personal con fines de control de inmigración. Esto incluye su dirección de casa o trabajo, a menos que dicha información esté

disponible para el público o que la información involucre arrestos penales previos, condenas o antecedentes penales similares.

Las fuerzas del orden estatales y locales no pueden ayudar al ICE con el control de inmigración, con excepciones muy limitadas. Esto significa que la policía estatal y local no puede investigar, interrogar, arrestar ni detenerlo a menos que formen parte de un grupo de trabajo federal conjunto donde el propósito principal del grupo no sea el control de inmigración.

PRESENTE UNA QUEJA:

- Si cree que sus derechos han sido violados, infórmelo al **Departamento de Justicia de California** en: **oag.ca.gov/report**.
- Si cree que fue objeto de discriminación, acoso o represalias, infórmelo al **Departamento de Derechos Civiles de California** en: **calcivilrights.ca.gov/complaintprocess/**

RECURSOS DE AYUDA DE INMIGRACIÓN:

- **Law Help CA:** lawhelpca.org

Immigration Law Help: immigrationlawhelp.org

Ley McKinney-Vento: Referencia Rápida

La Ley McKinney-Vento de Asistencia a Personas Sin Hogar (42 U.S.C. § 11431 et seq.) es una ley federal que otorga importantes derechos y servicios educativos a niños y jóvenes desde pre-kindergarten hasta el 12.º grado (PreK-12) que se encuentran en situación de falta de vivienda. El Departamento de Educación de los EE. UU. ha publicado directrices para ayudar a las agencias educativas estatales y locales a implementar la ley. Este documento resume las disposiciones clave de la Ley McKinney-Vento y proporciona las citas legales correspondientes.

Elegibilidad

"Niños y jóvenes sin hogar" se refiere a aquellos que carecen de una residencia nocturna fija, regular y adecuada, incluyendo a quienes:

- Comparten la vivienda de otras personas debido a la pérdida de su casa, dificultades económicas o razones similares.
- Se alojan en moteles, parques de casas móviles o campamentos por falta de una alternativa adecuada.
- Viven en refugios o viviendas de transición.
- Duermen en autos, parques, edificios abandonados, viviendas precarias o entornos similares. (42 U.S.C. §11434a(2)).

"Jóvenes no acompañados" incluye a niños y jóvenes sin hogar que no están bajo la custodia física de un padre o tutor. (42 U.S.C. 11434a(6)).

Oficina del Coordinador Estatal para la Educación de Niños y Jóvenes sin Hogar

Cada agencia educativa estatal (SEA) debe designar una Oficina del Coordinador Estatal que pueda cumplir plenamente con los deberes de la Ley. Algunas responsabilidades clave incluyen:

- Responder a consultas de padres sin hogar y jóvenes no acompañados.
- Proporcionar programas de desarrollo profesional para los enlaces locales y otros miembros del personal.
- Realizar el monitoreo de las agencias educativas locales para asegurar el cumplimiento de la ley.

Enlaces de Educación Local para Estudiantes sin Hogar

Cada agencia de educación local (LEA) debe designar a un enlace para estudiantes en situación de falta de vivienda. Algunos deberes clave incluyen:

- **Garantizar** que los niños y jóvenes sin hogar sean identificados e inscritos en la escuela, y que tengan una oportunidad plena e igualitaria para tener éxito.
- **Participar** en el desarrollo profesional y asistencia técnica ofrecida por el estado.
- **Asegurar** que las familias y jóvenes reciban referencias a servicios de salud, dentales, salud mental, vivienda, abuso de sustancias y otros servicios apropiados.
- **Difundir** avisos públicos sobre los derechos de McKinney-Vento en lugares frecuentados por padres y jóvenes, de manera comprensible.
- **Informar** a los jóvenes no acompañados sobre su estatus de estudiantes independientes para fines de ayuda financiera universitaria.

Estabilidad Escolar

- Los estudiantes pueden permanecer en su **escuela de origen** durante el tiempo que dure su situación de falta de vivienda y hasta el final del año académico en el que obtengan una vivienda permanente, si esto es en su mejor interés.
- Las LEA deben realizar determinaciones de "mejor interés" presumiendo que permanecer en la escuela de origen es lo más beneficioso, priorizando los deseos del padre, tutor o joven.
- Se requiere proporcionar **transporte** a la escuela de origen, incluso hasta el final del año escolar en que el estudiante obtenga vivienda permanente.

Inscripción y Participación Escolar

- Los estudiantes deben ser inscritos **inmediatamente**, incluso si carecen de documentos o han pasado las fechas límite de inscripción.
- **"Inscripción"** se define como asistir a clases y participar plenamente en las actividades escolares.
- Los estados deben tener procedimientos para asegurar que estos estudiantes no enfrenten barreras para acceder a actividades académicas y extracurriculares (como deportes o clubes).

Disputas

Si surge una disputa sobre la elegibilidad o la selección de la escuela:

1. El estudiante debe ser inscrito inmediatamente en la escuela solicitada mientras se resuelve la disputa.
2. La escuela debe remitir al estudiante al enlace local para iniciar el proceso de resolución lo más rápido posible.
3. Se debe proporcionar una explicación por escrito de la decisión de la LEA, redactada de forma sencilla y en un idioma que la familia comprenda, informando sobre su derecho a apelar ante la Oficina de Educación del Condado (COE).
4. Si se apela, el enlace de la COE tiene cinco (5) días hábiles para resolver la disputa. Si la decisión se apela nuevamente, el caso pasa al Departamento de Educación de California (CDE), que notificará la determinación final en un plazo de diez (10) días hábiles.

Ayuda Financiera y Preparación Universitaria

- Los enlaces deben verificar el estatus de los jóvenes no acompañados para la ayuda financiera universitaria (FAFSA).
- Los estados deben asegurar que los estudiantes reciban crédito apropiado por cursos completados parcial o totalmente en escuelas anteriores.
- Los consejeros escolares deben asesorar y preparar a los jóvenes sin hogar para su ingreso a la universidad.

Información de Contacto:

Tahoe Truckee Unified School District **Annamarie Cohen, Ph.D** **Executive Director Student Services** **11603 Donner Pass Road** **Truckee, CA 96161** **530-582-2560** **acohen@ttusd.org**	**Placer County Office of Education** **Alicia Rozem** **Coordinator, Foster/Homeless/CSEC** **1400 W. Stanford Ranch Rd** **Rocklin, CA 95765** **279-253-0795** **arozum@placercoe.org**	**California Department of Education** **State Homeless Education Coordinator** **1430 N Street, Suite 6208** **Sacramento, CA 95814** **866-856-8214** **HomelessEd@cde.ca.gov**

McKinney-Vento Act: Quick Reference

The McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.) is a federal law that provides important educational rights and services to PreK-12 children and youth experiencing homelessness. The U.S. Department of Education has published guidance to help state and local educational agencies implement the law. This document summarizes the McKinney-Vento Act's key provisions and provides corresponding legal citations.

Eligibility

"Homeless children and youth" means children and youth who lack a fixed, regular, and adequate nighttime residence, including those who are sharing the housing of others due to loss of housing, economic hardship, or a similar reason; staying in motels, trailer parks, or camp grounds due to the lack of an adequate alternative; staying in shelters or transitional housing; or sleeping in cars, parks, abandoned buildings, substandard housing, or similar settings. 42 U.S.C. §11434a(2). "Unaccompanied youth" includes homeless children and youth who are not in the physical custody of a parent or guardian. 42 U.S.C. 11434a(6).

Office of the State Coordinator for the Education of Homeless Children and Youth

Every state educational agency (SEA) must designate an Office of State Coordinator that can sufficiently carry out duties in the Act. 42 U.S.C. §11434a(2). Some key duties include:

- Responding to inquiries from homeless parents and unaccompanied youth. 42 U.S.C. §11432(f)(7).
- Providing professional development programs for liaisons and others. 42 U.S.C. §11432(f)(6).
- Conducting monitoring of local educational agencies to enforce compliance. 42 U.S.C. §11432(f)(5).

Local Educational Agency Homeless Liaisons

Every local education agency (LEA) must designate a liaison for students experiencing homelessness who is able to carry out the duties described in the law. 42 U.S.C. §11432(g)(1)(J)(ii). Some key duties include:

- Ensuring that homeless children and youth are identified and enrolled in school, and have a full and equal opportunity to succeed in school. 42 U.S.C. §§11432(g)(6)(A)(i)-(ii).
- Participating in professional development and other technical assistance offered by the state. 42 U.S.C. §11432(g)(1)(J)(iv).
- Ensuring school personnel receive professional development and other support. 42 U.S.C. §11432(g)(6)(A)(ix).
- Ensuring that unaccompanied homeless youth are informed, and receive verification, of their status as independent students for college financial aid. 42 U.S.C. §11432(g)(6)(A)(x)(III).
- Ensuring that homeless children, youth, and families receive referrals to health, dental, mental health, housing, substance abuse, and other appropriate services. 42 U.S.C. §11432(g)(6)(A)(iv).
- Disseminating public notice of McKinney-Vento rights in locations frequented by parents and youth, in a manner and form understandable to them. 42 U.S.C. §11432(g)(6)(A)(iii).

School Stability

- Children and youth experiencing homelessness can remain in their school of origin for the duration of homelessness and until the end of an academic year in which they obtain permanent housing, if it is in their best interest. 42 U.S.C. §11432(g)(3)(A).
- LEAs must make best interest determinations that presume that staying in the school of origin is in the best interest of the child or youth; consider specific student-centered factors; prioritize the wishes of the parent, guardian, or unaccompanied youth; and include a written explanation and right to appeal if the LEA determines that school stability is not in the best interest of the child or youth. 42 U.S.C. §11432(g)(3)(B).
- The definition of school of origin includes both the designated receiving school at the next grade level (if there is a feeder school pattern), and preschools. 42 U.S.C. §11432(g)(3)(I).
- Transportation to the school of origin is required, including until the end of the academic year when a student obtains permanent housing. 42 U.S.C. §11432(g)(1)(J)(iii).

School Enrollment and Participation

- Homeless children and youth must be enrolled in school immediately, even if they lack documents or have missed application or enrollment deadlines during any period of homelessness. 42 U.S.C. §11432(g)(3)(C).
- "Enrollment" is defined as attending classes and participating fully in school activities. 42 U.S.C. §11434A(1).
- SEAs and LEAs must develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless students in school, including barriers due to fees, fines, and absences. 42 U.S.C. §11432(g)(1)(I).
- States must have procedures to ensure that homeless children and youth do not face barriers to accessing academic and extracurricular activities. 42 U.S.C.§11432(g)(1)(F)(iii).

Disputes

● If a dispute arises over eligibility, school selection or enrollment, the child or youth must be immediately enrolled in the school in which the parent, guardian or unaccompanied youth seeks enrollment, pending resolution of the dispute, including all available appeals. 42 U.S.C. §11432(g)(3)(E)(i).

● The school must refer the student, parent, or guardian to the LEA's homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure that the dispute resolution process is also followed for unaccompanied youth. The homeless liaison should assist the student, parent, or guardian in preparing the dispute and make available school resources including copying, mailing or obtaining records.

● A written explanation of the LEA's decision regarding eligibility, school selection, or enrollment must be provided, including the right to appeal to the COE. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.

● If the decision is appealed by either party (LEA, parent, guardian, or unaccompanied youth), then the homeless liaison shall forward all documentation to the COE's homeless liaison. The COE homeless liaison should have only five (5) working days to resolve the dispute decision. A written explanation of the COE's decision must be provided to all parties involved with a right to appeal to the CDE.

● If the decision is appealed by either party (LEA, parent, guardian, or unaccompanied youth), then the COE homeless liaison shall forward all documentation and related paperwork to the CDE Homeless Education Program. Upon review of all parties' information, the CDE will notify all parties of the final determination of eligibility, school selection, or enrollment decision within ten (10) working days of receipt of the appeal. CDE Homeless Education Program: 866-856-8214 or HomelessEd@cde.ca.gov

Preschool Children

● The definition of school of origin includes preschools. 42 U.S.C. §11432(g)(3)(I).

● Liaisons must ensure homeless families and children can access Head Start, Early Head Start, LEA-administered pre-school programs and early intervention services under IDEA Part C, if eligible. 42 U.S.C. §11432(g)(3)(C).

Financial Aid, Credit Accrual, and College Readiness

● Liaisons must ensure that unaccompanied homeless youth are informed, and receive verification, of their status as independent students for college financial aid. 42 U.S.C. §11432(g)(6)(A)(x)(III).

● States must have procedures to identify and remove barriers that prevent students from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school. 42 U.S.C. §11432(g)(1)(F)(ii). Liaisons must implement those policies. 42 U.S.C. §11432(g)(6)(A)(x)(II).

● State plans must describe how homeless youth will receive assistance from school counselors to advise, prepare, and improve their readiness for college. 42 U.S.C. §11432(g)(1)(K).

Reserving Funds from Title I, Part A to Serve Students Experiencing Homelessness

● All LEAs that receive Title I Part A funds must reserve funds to support homeless students. 20 U.S.C. §6313(c)(3)(A).

● Reserved funds may be used for services not ordinarily provided by Title I, including local liaisons and transportation to the school of origin. 20 U.S.C. §6313(c)(3)(C)(ii).

● State report cards must include disaggregated information on the graduation rates and academic achievement of homeless children and youth. 20 U.S.C. §§6311(h)(1)(C)(ii) and (iii).

Contact Information

Tahoe Truckee Unified School District **Annamarie Cohen, Ph.D** **Executive Director Student Services** **11603 Donner Pass Road** **Truckee, CA 96161** **530-582-2560** **acohen@ttusd.org**	**Placer County Office of Education** **Alicia Rozem** **Coordinator, Foster/Homeless/CSEC** **1400 W. Stanford Ranch Rd** **Rocklin, CA 95765** **279-253-0795** **arozum@placercoe.org**	**California Department of Education** **State Homeless Education Coordinator** **1430 N Street, Suite 6208** **Sacramento, CA 95814** **866-856-8214** **HomelessEd@cde.ca.gov**