Truckee River Program
Handbook 2026-2027



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

School Colors **School Mascot**

Black
Green
Gray

Porcupine

School Address
11661 Donner Pass Road
Truckee, CA 96161
530 582-7770
FAX 530 587-7687

Board of Trustees
Ms. Dianna Driller, President
Mr. Cris Hennessy, Clerk
Mr. Patrick Mooney, Member
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Ms. Denyelle Nishimori, Member

District Administration

Ms. Kerstin Kramer	Superintendent, CLO
Mr. Todd Rivera	Assistant Superintendent Chief Business Officer
Mr. Michael Shepherd	Executive Director of Human Resources
Ms. Annamarie Cohen	Executive Director of Student Services
Ms. Shaun Roderick	Assistant Superintendent of Educational Services
Mr. Ed Hilton	Director of Technology
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Ms. Kat Soltanmorad	Director of Food and Nutrition
Mr. Tony Lavezzo	Director of Transportation
Mr. Rob Koster	Director of Facilities, Maintenance, and Operations

TRUCKEE RIVER PROGRAM STAFF AND ADMINISTRATION

Jeff Santos	Principal
Kim Veliquette	Administrative Secretary
Kristen Hurley	Counselor
Dana Adams	School Psychologist
Heather Roenspie	Teacher
Lynn Akers	Special Education Teacher
Cindy Maciel	STEPP, Director
Nicole Carlon	Career Tech

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Truckee River Program Welcome's YOU!!

Truckee River Program (TRP) is a learning community that offers students rigorous curriculum through collaborative teaching. Students are encouraged to challenge themselves in their academics and in extra-curricular activities. Our school community is actively involved and supportive of our students' social and cultural growth as lifelong learners. We believe students at TRP come to school as special human beings, unique in their own physical, social, intellectual and emotional development. We believe that students have the right to an environment that encourages student development through rigorous, relevant, and relationship based learning opportunities. An environment that is safe, clean and drug free, celebrates social, emotional, academic, and athletic achievement and where people are treated equally, fairly, respectfully and courteously. To ensure these rights, students will be encouraged and supported to develop into responsible global citizens so they may reach their full potential, strive to acquire an understanding that learning is a lifelong process and achieve academic excellence by developing skills necessary to participate successfully in society as responsible.

MISSION STATEMENT

Our commitment is to provide TTUSD students with an alternative educational option to succeed in meeting all state standards for graduation; to produce young people who can think and learn **versus** those who memorize facts without internalizing the information; and to ensure that every student is prepared to succeed in postsecondary education and careers.

VISION STATEMENT

TRP is a unique blend of students, educators, family, community members and support staff who, as role models and mentors, are vested in creating a high quality, nurturing, and safe learning environment. The Truckee River Program is dedicated to providing our students with the education, guidance, and support necessary to succeed in all aspects of life.

TRP endeavors to provide a comprehensive, standards-based education while preparing our students for employment and socially responsible living. Our standards of education include an emphasis on such skills as problem solving, reading, writing, communication, cooperation, collaboration, and technological mastery. These skills are achieved by utilizing a variety of teaching modes adaptable to different learning styles. Progress is assessed through authentic measurements including performance -based outcomes.

TRP is dedicated to providing an environment where students become self-directed and responsible learners. As self-managers, each student takes responsibility for his or hers own performance, choices, and actions; each student manages time well; each student deals with changes in the workplace (school) maturely.

TRP is an empowering learning environment, where students can challenge themselves both personally and socially in a dynamic educational setting. As one of the few alternative resources available to the Tahoe Truckee community, TRP provides individualized and personalized educational, emotional, and social developmental opportunities increasing the likelihood that many students will successfully complete their secondary education, who may otherwise struggle or fail in other more traditional environments.

PORCUPINE EXPECTATIONS

Classroom Expectations	Campus Expectations
School Supplies Only	**School Appropriate Language**
Headphones at Teacher Discretion	**Be Present, Sober, and Lawful**
Engage in your Education	**Cell phones cannot be used during school hours**
Challenge yourself and your learning	**Time Management**
Check your impact	**Respect Earns Respect**

Please initial this document below acknowledging that you understand these expectations. Consequences of, but not limited to, are detention, suspension, schedule changes, and expulsion may be the result if you choose to not follow these expectations.

TRUCKEE RIVER PROGRAM STUDENT LEARNING OUTCOMES (SLO'S)

Physical, Social, Emotional/Mental Wellness

The student:

1. Accepts personal responsibility for actions and impact on the lives of others
. Communicates effectively and respectfully with a diverse group of people.
3. Tolerates differences and embraces change
4. Builds and sustains meaningful relationships
5. Utilizes the caring connection with an adult on campus
6. Expresses emotions in a healthy manner.
7. Confronts obstacles with persistence, confidence and enthusiasm
8. Realizes successes and failures are learning experiences
9. Develops routines for personal success
10. Maintains lifelong habits for physical fitness and emotional/ mental health

Critical Thinking and Intellectual Growth

The student:

1. Critiques an argument by pointing out strengths and weaknesses
2. Supports an argument using relevant, specific evidence
3. Accepts failures and learns from it
4. Makes connections between past events and current issues
5. Self assess levels of understanding and ability, then seeks resources to make gains in deficiencies.
6. Develops a growth mindset where the ability to initiate, define, establish, evaluate, and accomplish short and long term goals is supported.
7. Develops partnership/internship opportunities within the Tahoe community to support real-world applications and inspire future studies.
8. Incorporates mathematical and scientific reasoning to address and assist in resolving problems in all classes.

Civic Mindset

The student:

1. Celebrates others' work in the community
2. Understands how a small town community works together
3. Becomes an active member of their community
4. Completes academic projects that benefit the community
5. Demonstrates academic honesty and integrity.
6. Uses technology and social media in an ethical and moral manner.
7. Is environmentally conscious.
8. Collaborates while exhibiting respect for different views and lifestyles.
9. Recognizes that the world is bigger than Truckee.

Communication

The student:

1. Verbally communicates ideas with precision and appropriate tone
2. Writes with exactness for a variety of audiences using appropriate style (formal, essay, creative, etc.)
3. Demonstrates digital fluency
4. Reads a variety of documents including technical documents, literature, digital media, historical documents and appropriately cites them as support for original expression
5. Shares constructive criticism and discusses opposing views with empathy and respect

STUDENT EXPECTATIONS:

- Have a voice in school decisions
- Demonstrate respect and understanding at all times
- Use appropriate and professional language
- Attendance: Be punctual and prepared to learn
- Tolerance: Be tolerant of others
- Use technology responsibly
- Dress Code
    - The school's responsibility is to establish and implement appropriate standards of dress.
    - The school will establish a classroom and campus atmosphere which fosters a productive learning environment.
    - Students who are in violation of the dress code will meet with an administrator.

TEACHER EXPECTATIONS:

- Greet students as they enter the classroom
- Demonstrate respect and understanding at all times (students, colleagues, students, community members...all stakeholders)
- Uphold a safe and collaborative culture
- Committed to consistent communication
    - Correspond with families about D/F's
- No Yelling, No Profanity, No Sarcasm
- Tier 2 attire (Casual Professional)
- Visible and present during the school day

PARENT/GUARDIAN EXPECTATIONS:

- Parents/guardians are engaged, involved and supporting partners of the school community.
- Be present and ask your student about their daily experience.
- Reinforce ethics, honesty and integrity in students' lives.
- Support your student's best effort.
- Parents should expect their student to have homework each night (between one and three hours).
- Encourage a consistent study time and environment.
- Contact individual teachers/counselors when concerned about student progress.

ADMINISTRATIVE EXPECTATIONS:

- Students First
- All decisions are team decisions
- Open door policy
- Present and Visible on campus
- Visit every classroom every two weeks
- Committed to consistent communication: Porcupine Newsletter, Robo Call, Email
- 24 hour Email and phone follow-up
- Firm, Fair and Consistent Discipline - close the feedback loop

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

GENERAL INFORMATION

Admission

Students transferring from within Tahoe Truckee Unified School District MUST go through the appropriate referral and withdrawal procedure through the school's counselor and administrator. Students on a current IEP will have an intake IEP meeting to determine appropriate placement.

An **intake orientation** for all new students under the age of eighteen and their parent(s) and/or guardian is required. This orientation will familiarize new students to all policies and procedures at TRP.

TRP is not an open enrollment program. Enrollment may be closed when the school's enrollment cap has been reached. **Proof of residency (physical address) is required for those new to TTUSD.**

Students who exhibit inappropriate behavior such as defiance of school authority, disruption, excessive truancies/tardiness, and failure to earn credits will be scheduled into the minimum day session for a designated period of time or indefinitely. Students may contract their way back into a full day schedule, if they choose.

Credit Earning

A variety of methods for granting students credit at TRP have been developed. The most common methods for granting credit for classes include the competency-based system, the performance learning, and the productive-hour system.

Competency-based system. Students enter the continuation program at various times during the school year and bring with them a significant amount of prior learning for which they have not received credit. Students may challenge a course that they have previously failed. Credit is earned if students demonstrate their prior learning through an assessment component. Minimum competency is 70% or better. Students who fail to meet the minimum competency after the first attempt are required to complete the required coursework for credit.

Performance learning. Students are made aware of learning outcomes and standards required to demonstrate mastery (rubrics) and are provided with the work, help, and time necessary to achieve those outcomes. Students are not required to spend a specified amount of time on the work. Performance learning allows granting of credit whenever the outcomes are achieved and demonstrated at minimum competency of 70% or better.

Productive-hour system. Students enrolled in this system receive one credit for each 15 hours of productive participation in the course and demonstration of competency. Specifically, PE credits and Work Based Learning.

Grading

A minimum competency of "C-" (70%) or better is required on all assignments, tests, projects, and other assessments to earn course credit. A student may retake exams and assignments until competency is attained. Retakes or make-ups may not earn over 70% or C-.

ACADEMIC HONESTY AND PLAGIARISM POLICY

The primary goal of any educational institution is to promote the pursuit of intellectual integrity. TRP believes that education should reinforce the values of our democratic society, teach citizenship, and provide an environment conducive to ethical behavior. TRP believes that the school should maintain a climate in which honesty, courtesy, consideration, integrity and concern for others are highly valued.

Cheating is an obstacle to achieving these goals. In any of its forms, for whatever reason, cheating denies the value of education. TRP strives to put the importance of learning above the importance of grades and to convince students that their best efforts are all that anyone should expect.

Definition

Cheating is taking or lending at inappropriate times a person's work, information, ideas, research, or documentation without properly identifying the originator. The teacher's professional judgment will determine whether cheating has occurred. Students are reminded not to give the instructor cause to consider their actions to be in violation of TRP' academic honesty policy. To avoid inadvertent dishonesty on a student's part, the following list, which is not intended to be all-inclusive, delineates a variety of methods and examples of cheating:

- Looking at someone else's paper during an exam, test or quiz
- Using an electronic device to copy or solicit or view tests, quizzes and other information not to be shared
- Talking with another student during an exam, test or quiz
- Using any kind of "cheat notes"
- Letting someone else see one's own or another's paper during an exam, test, or quiz
- Copying work assigned to be done independently or allowing someone else to copy one's own work or another's work, including computer generated information and programs
- Copying or closely paraphrasing sentences, phrases, or passages from an uncited source while writing a paper or doing research
- Submitting individual projects not wholly one's own
- Fabricating or altering laboratory data

The site administrator will make the final decision regarding cheating; consequences will be appropriate according to the severity of the offense.

DISCRIMINATION/HARASSMENT POLICY

TTUSD board of trustees recognizes that the district has primary responsibility for ensuring that it complies with state and federal laws and regulations of government educational programs. The district shall investigate and seek to resolve complaints at the local level. The district shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination or failure to comply with state or federal law in adult education, consolidated categorical aid programs, migrant education, vocational education, child nutrition, and special education programs. Complaints should be filed with the district superintendent. Copies of policies and procedures are on file at the school site.

TTUSD does not discriminate in its educational programs and personnel practices on the basis of race, ethnic background, sex, gender, gender identity, gender expression, sexual orientation, color, religion, national origin, ancestry, age, physical handicap or medical condition or association with a person or a group with one or more of these actual or perceived characteristics. This nondiscrimination policy applies to students, employees, and prospective employees of the district.

TRP does not discriminate based on actual parental, family or marital status, and prohibits differential treatment of students based on the basis of sex.
Students: If you feel you are the target of any type of harassment, you should:

- Know your rights under the harassment policy
- Tell the harasser their words/actions are offensive and to stop
- Avoid being alone with the harasser
- Report the incident to one of the following: Principal, Assistant Principal, Counselor, Teacher, Nurse, District Psychologist, or other staff members
- Record the incident in writing. Write down what happened, where it happened, when it happened, who else was present that saw or heard it, and how you reacted. Save any notes or pictures you receive from the harasser.
- Ask any witnesses to write down what he/she saw or heard without any help from you or anyone else. Write dates and time if possible
- Be aware that you can make a formal complaint on the forms available in the office
- Use the WeTip hotline to anonymously report

SUBSTANCE INTERVENTION POLICY

Brief Intervention Tool

If you are caught under the influence and/or in possession of drugs/alcohol and/or paraphernalia you will be required to complete 2, 60 minute sessions of Brief Intervention counseling with our school counselor. This is an addition to discipline measures determined by the Principal and will take place after school instruction has ended. For more information about Brief Intervention Counseling for Substance Using Adolescents please see the school counselor

CELL PHONE POLICY

1. Students will not have cell phones during school.
2. All students will turn in their cell phone(s) to the designated area at TRP upon arrival.
3. Students can retrieve phones after school.

Cell Phone Violation Matrix

1st offense: Cell phone or electronic device will be confiscated and returned to the student at the end of the school day.

2nd offense: Cell phone or electronic device will be confiscated until the end of the day and a parent meeting will be required with administration.

3rd offense: Phone is turned into administration or administrative school secretary for a set amount of days per principal discretion.

All subsequent offenses or failure of the student to release their cell phone or electronic device to staff may result in disciplinary action.

DISTRICT CELL PHONE/ELECTRONICS POLICY

The Superintendent or designee shall confiscate beepers/cell phones and/or other electrical devices from students if devices are activated during school time or used to promote illicit activities such as cheating. The presence of a beeper/cell phone may be cause for further search. The superintendent or designee may require a parent to claim the device that has been confiscated. Habitual offenders will be denied the possession of their device for the remainder of the school year. (48900 K) (Cr. 5144 - Discipline)

Initial indicates that you have read and understand this policy. Consequences for not following the policy are detention, suspension, schedule changes, and expulsion may be the result if you choose to not follow these expectations.

ATTENDANCE POLICY

To Excuse an Absence
A parent or guardian should call the school as soon as possible on the day of the absence. Students may also be excused by bringing a note to the attendance office immediately following the absence. Absences will be counted as unexcused after **five** days if a valid note or phone call is not received. Students who write their own notes must be 18 with a signed contract on file with the attendance secretary. This privilege may be revoked by the administration, if abused.

Legal Excused Absences
Illness, death in the family, medical appointments, appearance in court, observance of religious holiday, or school related activity such as an athletic event or field trip as defined by education code are excused absences. The parent or guardian may request homework.

Unexcused Absences
Absences unauthorized by the school administrator, attendance secretary, district nurse, parent or guardian or unauthorized departures from class are unexcused. Habitual truancy will be referred to the Tahoe Truckee School Attendance Review Board when all other means of intervention have failed.

- Students who are unexcused from school may not attend any school-sponsored function including athletic practices and games the day of or weekend following the absence. Students with an excused absence must attend at least 50% of the day and have the rest of the day excused to participate or attend any school event on the day of or the weekend following the absence.

Truancy
Any pupil subject to compulsory, full-time education or to compulsory education who is absent from school without valid excuse three days in one school year". A pupil who is tardy without a valid excuse in excess of thirty minutes on each of more than three days in one school year is a truant.
C.C.R. Title 5 Sec. 300 Student Responsibilities

Attendance Requirements
Every pupil shall attend school punctually and regularly; conform to the regulations of the school; obey promptly all the directions of his teacher and others in authority; observe good order and propriety of deportment; be diligent in study and respectful to his teacher and others in authority; kind and courteous to schoolmates; and refrain from the use of profane and vulgar language.

Attendance Matrix
3rd Unexcused or 13th Excused Absence *without Doctor's Note – Parent Phone call, SARB (Student Attendance Review Board) Letter #1*
4th Unexcused or 14th Excused Absence *without Doctor's Note – Parent Meeting. SARB Letter #2*
5th Unexcused 15th Excused Absence *without Doctor's Note – Follow up parent meeting. SARB Letter #3*
6th Unexcused or 16th Excused Absence *without Doctor's Note –SARB Meeting Scheduled*

TARDY POLICY

Tardy Definition

"[Any pupil who is] …late without a valid excuse of 30 minutes or less. A tardy over thirty minutes is counted as an unexcused absence.

Tardy Matrix - Progressive Discipline Steps

4th Tardy: Meeting with staff member(s) and principal meeting.

5th Tardy: Meeting with staff member(s), principal, and parent(s).

7th Tardy: 30 minute detention either after school or during lunch (student choice)

Each Additional Tardy: 30 minute detention for each additional tardy after school or during lunch

Anytime owed at the end of the school year, must be served before grades are released.

NOTE: *Students are not allowed to have their cell phone during detention. Failure to serve a detention will result in one additional detention. Students who exhibit inappropriate behavior such as defiance of school authority, disruption, excessive truancies/tardiness, and failure to earn credits will be scheduled into the minimum day session for a designated period of time or indefinitely. Students may contract their way back into the morning program, if they choose.*

Tardy Matrix - Progressive Positive Incentives

Five (5) days arriving on time for 0 or 1st period and 5th period (depending on schedule) will receive five quills.

Five (5) consecutive days of arriving on time for 0 or 1st period and 5th (depending on schedule) will erase any/all tardies for the quarter, but not in Aeries.

OTHER STUDENT SCHOOL POLICIES

Incomplete Work

An incomplete mark may be given by a teacher when a student does not complete required assignments. The teacher will determine the final due date for all make-up assignments. Students may receive partial credit in a course.

1. A student absent on a long term illness will have three weeks from the time they return to school to complete make-up assignments.
2. **Student work may or may not be provided for excused absences based on the discretion of the teacher. All tests will be made-up in the presence of the teacher.** Written or verbal verification must be provided within five days by the parent or legal guardian.
3. Students who are absent more than three classes will have their Google Classroom locked by the teacher. The student will need to meet with the teacher to unlock their assignments.
4. Students who are absent for more than three classes, but submit work while absent may be asked by the teacher to complete their work again due to the fact that SHS is not an independent study program.

*** NOTE: An unexcused absence and/or suspension does not entitle a student to make-up work or retake a test.**

Work Permits

Work permits may be obtained through the principal for students ages 14-17. Students must arrange work hours around scheduled school appointments. Students must maintain a "C" average, remain academically productive and meet the attendance requirements (less than 10% absences per quarter). Work experience credit may be earned with a valid work permit on file. The school site administrator and/or parent/guardian maintain the right to pull or deny a student's work permit for failure to meet any of the above requirements.

Data Confirmation

Data must be updated for each student online before the first day of class. Students are required to have on file: parent(s), guardian(s) home, work, and mobile telephone numbers; names(s) and home number(s) of person(s) authorized by parent or guardian to be called in case of accident or illness; emergency instruction in case of accident or illness; signature(s) of parent(s) or guardian(s). Students will not be released from school without the permission of a parent/guardian or person who is listed as an emergency contact.

Snow and Closure Days

When school cannot be in session due to weather or for some unforeseen reason, the school closure information, whether the school is closed or open, is posted on the district website (www.ttusd.org). A district automated phone call will also be sent out by 6:00am.

Unscheduled Vacations and/or Long Term Illness

All parents are encouraged to take vacations during scheduled district vacation days. Unscheduled vacations may have a negative impact you student's ability to graduation on time.

For students taking unscheduled family vacations or who are out of school due to long-term absences (5 or more days), independent study must be requested. Parents must submit a request in writing **two-weeks** prior to leaving on vacation. An independent study contract must be signed and work assigned must be completed for the student is to receive credit for work missed.

Note: Make-up work will not be given for future unscheduled vacations if the independent study work is not completed. A student may jeopardize his/her place in the morning program for unscheduled vacations.

EXTRACURRICULAR ACTIVITIES POLICIES

Athletics

It is the goal of TTUSD to produce athletes who, through the participation of sports, learn the importance of sportsmanship, respect, teamwork, physical health, self-improvement and competition. Through athletics, student athletes will learn the skills needed to later become contributing members in a highly competitive society.

- **Academic Eligibility:** All students participating in extracurricular activities shall demonstrate satisfactory minimum progress in meeting the requirements of graduation. In order to be eligible for participation, a student must have a 2.0 minimum grade point average at every grading period with no "F"s in any course. A signed letter from the principal of TRP confirming eligibility is to be submitted to the athletic director **PRIOR** to participation.

- **Athletic Clearance:** Athletic clearance packets can be picked up from the office. A physical exam and parent signatures included in the packet must be completed and turned into the office **prior to tryouts.** The athletic handbook must be read and each athlete must sign an athlete contract **prior to the first day of practice.**

- **Athletic Events and Fan Behavior:**
  Students are to comply to the NIAA and district guidelines for behavior at athletic events. The following is not allowed: obscenities or vulgarities (verbal, gesture, or printed), provocative signs or gestures, abuse of an official, unauthorized noisemakers at indoor events, and fact painting or masks worn by student rooters that prohibit identification. All activities and actions by rooters at athletic events are to be positive in nature. Any negative or distracting activities are not permitted.

    - A student's failure to follow guidelines or failure to make an appropriate adjustment in behavior when called for by an administrator of school official could result in ejection from the event, followed by disciplinary action including possible suspension and the loss of the privilege of attending district sponsored athletic events.

School Dances/Proms

TRP students are invited to attend dances at the traditional high schools (if eligible). Prior permission must be obtained from both schools. Students must present an ID card. Students may be subjected to screening including the use of a Breathalyzer and/or drug sniffing dog. Backpacks, purses, and bags are not allowed inside the dance. Students are not permitted to leave the dance once they have entered; anyone who does will be denied re-entry. Students will be denied permission to attend if they are not in good standing with their grades, attendance (includes tardies), discipline infractions, and/or subject to administrative final decision.

- Failure to comply to the policies for participation will result in the revocation of a student's participation.

SIERRA HIGH GRADUATION REQUIREMENTS

Sierra High offers two diploma options

A. Regular diploma to meet the entry requirements into the UC/CSU system; with additional foreign language credits and other UC/CSU requirements needed (check with advisor).
B. Adult Diploma the state's minimum diploma requirements.

Grade/Credit Requirements

A. A total of 200 credits must be passed in order for a student of Tahoe Truckee Unified School District to obtain a high school diploma.180 for an Adult Diploma, (10 less English credits and 10 less Math credits).
B. Grading - Passing is at a 70% competency or better. Students will earn grades at A/B/C grade levels receive course credit. Retakes or make-ups may not earn over 70% or C-.
C. Students should earn no less than thirty (25) credits each semester. Students are not capped in the amount of credits they may earn.

Grade standing according to credit earned

Freshman (9th)	1-50 credits
Sophomore (10th)	51-100 credits
Junior (11th)	101-150 credits
Senior (12th)	151-200 credits

SUBJECT	REQUIREMENTS
English	4 years = 40 credits for CSU, UC students
Adult Diploma	3 years = 30 credits
Math	3 years = 30 credits or more is recommended for UC, CSU
Adult Diploma	2 years = 10 credits in Algebra I & another year's course
Science	10 credits of earth science, physics, chemistry
	10 credits of a life science/biology
Social Studies	3 years = 30 credits
	World Civilization (10), U.S. History (10)
	Government (5) Economics (5)
Fine Arts	10 credits
	Music, Art, Drama or foreign language
CTE	10 credits
	Business, Vocational Arts, Home Economics, CTE courses
Physical Education	20 credits
Health	5 credits
Electives	35 credits

All students are encouraged to complete the UC/CSU A-G requirements. See College and Career Advisor.
A maximum of forty (40) elective credits may be added toward graduation requirements in Work Experience. Students must have a valid work permit, maintain a **"C" average, and have regular attendance. Site administrator may deny or revoke a work permit at any time.**

A maximum of forty (40) credits of physical education may be counted toward high school graduation.

All students will participate in post-high school planning and will develop an individual learning plan or a Senior Portfolio with the career tech liaison or site administrator.

30 Hour Community Service Graduation Requirement:
Community Service Graduation Requirement began 2013-2014.

Freshman- 6 hours – Sophomore – 8 hours Junior- 8 hours Senior – 8 hours = 30 hours.
Returning Seniors/5th year seniors - 4 additional hours.

***Students who do not complete all of the above requirements by a specified date, will not be allowed to participate in the commencement ceremony.**

SIERRA COLLEGE ENROLLMENT

Students may also take college classes for high school credit. One approved college course is equivalent to ten or more high school credits. A parent/student/school contract is required. Courses are free of charge to high school students.

Why Fast Track?

1. Opportunity to explore career options. Take those classes you've always been interested in.
2. Opportunity to earn college credits while in high school towards an A.A./A.S. degree or a career certification.
3. Opportunity to accelerate your high school education-early graduation; one three unit college class in a semester is equal to ten high school credits.
4. Opportunity to recover lost credit.

TTUSD PARENT INVOLVEMENT

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment. The school district will put into operation programs, activities and procedures for the involvement of parents in all its school with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs , activities and procedures will be planned and operated with meaningful consultation with parents of participating programs (Excerpt from TTUSD Board Policy 6020; please contact the principal's office or district office for a copy of the complete policy.

Definition: (AR 6020 (b) Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
A) that parents play an integral role in assisting their child's learning;
B) that parents are encouraged to be actively involved in their child's education at school;
C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

Sierra High School
TAHOE TRUCKEE UNIFIED SCHOOL DISTRICT
PARENT INVOLVEMENT POLICY
All Parents & TITLE I Parents

- In the fall, an annual meeting will be held to share with parents the Title I program and its requirements.
- TRP will provide a flexible number of meetings throughout the year to encourage parent involvement. Topics covered during the meetings or through the newsletter may include:
    1. Improving two-way communication between the school and home and home and the school.
    2. Discussing current student assessment data and student progress.
    3. Providing information about school and district resources for student academic improvement.
    4. Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities.
    5. Conferencing with teachers.
    6. Providing training programs to help parents support and work with their children at home and at school.
    7. Advocating for teachers and parents.
    8. Valuing cultural diversity.

- Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way to involve parents in the planning, review, and improvement of the program.
- The school wide parent newsletter is mailed or emailed home informing parent/community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Every attempt will be made to contact parents in their primary language.
- During parent meetings, opportunities will be offered for the discussion of parental suggestions. Responses to suggestions will be reviewed in a timely fashion, and if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting.
- Parents are notified annually of individual student assessment results and are provided with guidance on interpreting the results. An explanation of the information is available in Spanish.
- Translation and communication in appropriate languages at any of these forums will be provided.
- Accessibility and opportunities for parents with disabilities and parents of migratory students will be provided.

Parent Involvement: It is recommended that following each grading period that parents/guardians call the school to schedule a credit update conference with the principal. This will enable our staff to communicate directly with each student and their parent/guardian on their student's progress towards graduation. Parents are welcome to request a parent conference at any time. Parent participation on field trips, is welcomed.
Credit Updated Conferences will be held biannually. Parents and students are required to attend.

Parents will receive periodic automated phone calls and/or emails on upcoming events and important notices. Newsletters may not be provided. Parents can also access school updates on the district and school's website:

TTUSD DISCIPLINE POLICIES

The educational community of the Tahoe Truckee Unified School District believes that all children have the right to attend safe and caring schools where respect is modeled by all. Goals adopted by the Board of Trustees assure that TTUSD will provide:

- An environment and programs that continue to develop good citizenship and daily attendance
- An environment/culture that supports trusting relationships and the need for all members of the school community to be understood, valued and appreciated
- A problem-solving and decision-making process, community members, parents, students and staff as involving contributors\

The Latin root of work discipline is discipline- to teach learning. Positive discipline is a way of teaching children that

- They are responsible for the choices they make
- There are consequences directly related to the choice made or action taken

In the spirit of the beliefs outlined above, we write/develop our policies that affect student discipline from the perspective of developing socially responsible behavior by:

- Providing clear, consistent expectations
- Maintaining safe schools
- Promoting positive communication,
- Fostering fair and consistent enforcement of rules and policies

The district supports the need for a consistent set of district-wide student behavior standards. Each school is expected to periodically define its own local expectations and behaviors, such that they are consistent with and operate within the standards adopted by the district. Students, parents and staff at each school will be involved in setting these local expectations of behavior which will be shared with the education community.

On an annual basis, suspensions and expulsions will be reviewed to ensure compliance with the district philosophy, policy, administrative regulations and the Comprehensive Student Assistance Program. All district student discipline policies and practices will support this statement of philosophy.

Culture and Climate and Policies on Discipline and Code of Behavior

Courtesy and self-management as written and approved by the staff, parents and student body define Sierra High School's culture, school climate, code of behavior and discipline procedures. Everyone is held accountable for upholding these principles.

Definitions
We believe that **COURTESY** is respect for the thoughts, feelings, actions, and property of self and others.
Disruption of the learning of others is not tolerated at any time.

All students who enroll at TRP are subject to the same conduct and education codes as other Tahoe Truckee Unified School District students.

Restitution Life is a process of trial and error. It's okay to make a mistake. Restitution is taking a new path to correct one's behavior rather than continually repeat that behavior resulting in conflict. Restitution is an integral aspect of the discipline policy at TRP. Students are given the option and opportunity to make restitution before other consequences are imposed if allowed by Ed. Code.

Self-Management It is expected that all students are able to self-manage:

- Take responsibility for own performance, choices, actions
- Manage time well
- Deal with changes in the workplace (school) maturely

It is the intent of the discipline policy of TRP to provide a quality education within a non-coercive school climate that also **meets students' needs for fun, belonging, freedom, survival and power.** With self-management, students are less likely to be subject to monitoring by teachers, staff and administration. Monitoring occurs when there has been a violation of school policy and education code.

GROUNDS FOR SUSPENSION AND EXPULSION
(E.C. 48900)

No pupil shall be suspended or expelled for any of the acts listed unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are listed in this section and related to school activity or attendance which occur at any time, including but not limited to any of the following:

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

FOOD & NUTRITION SERVICES

ALL SCHOOL MEALS ARE FREE!
Menus check out 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 2024-2025 school year must be submitted. **The school bus application does not qualify as a meal application.**

1. Visit www.linqconnect.com**, register for an account and fill out an application. Registering for an account allows you to print an eligibility letter.**
2. 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.

CLASSROOM SUPERVISION POLICY

"While at school, a student may be stopped, told to remain or leave a classroom, directed to go to a particular classroom, given an errand, sent to study hall, called to the office, or held after school. Unlike a citizen on the street, a minor student is "subject to the ordering and direction of teachers and administrators… A student is not free to roam the halls or remain in the classroom as long as she pleases, even if she behaves herself. He/she is deprived of liberty to some degree from the moment he/she enters school, and no one could suggest a constitutional infringement based on that basic deprivation"

Students **may not** leave a classroom at any time without the direct and specific permission from that teacher. Consequences when other means of correction and intervention have failed:

1st Offense: Meeting with teacher and administrator to review policy.
2nd Offense: Written referral and warning of subsequent offense.
3rd Offense: 1- day suspension for violation of Ed Code 48900 K.
Subsequent Offenses: 1-3 day suspension 48900 K.

DRESS CODE POLICY

In partnership with students, parents/guardians, and staff, the principal or designee will regularly review and update district dress code regulations to ensure they reflect our commitment to inclusivity, respect for individual expression, and student safety. These guidelines also apply to off-campus outings and field trips.

Guiding Principles

Our dress code aims to support a positive and inclusive school environment while respecting individual expression. It is designed to ensure safety and minimize disruptions, without imposing unnecessary restrictions on personal access, style, or expression.

General Guidelines

1. **Freedom of Expression:** Students are encouraged to express themselves through their clothing while maintaining a focus on safety and respect within the school environment. Clothing should be appropriate for the educational setting.
2. **Clothing and Body Coverage:** Students should wear clothing that allows for comfort and ease of movement. Attire should not be so revealing that it distracts from the learning environment.
3. **Graphic Content:** Clothing featuring inappropriate references, including drug, alcohol, weapons, gangs, or sexual content, is not permitted. We also ask that clothing does not display content that promotes violence, hate speech, or discrimination based on race, ethnicity, religion, gender, sexual orientation, or any other personal characteristic.
4. **Footwear:** Footwear must be worn at all times for safety reasons.
5. **Hoods and Headwear:** Hoods and headwear may be worn with teacher discretion, and headwear for cultural or religious reasons is respected. Facemasks are not allowed in/out of the classroom during school hours.
6. **Extracurricular Activities:** Additional guidelines may be established for extracurricular activities to ensure safety and appropriateness.

Implementation

School staff and teachers may provide further guidelines for specific activities or circumstances to ensure student safety and appropriateness. Any dress or attire that poses a safety risk or disrupts the learning environment will be addressed in a respectful and supportive manner.

Commitment to Inclusivity

We are committed to maintaining an environment where all students feel valued and respected. Dress code enforcement will be handled with sensitivity to individual differences, cultural practices, access to resources, and personal expression, always prioritizing a supportive and equitable approach. The large majority of dress code violations or issues will be attended to on a 1:1 basis between students and their support staff.

For any questions or concerns regarding the dress code, please contact the school teacher or office. We value ongoing feedback from students, parents/guardians, and staff to ensure our policies are inclusive and effective.

TTUSD Student Dress Code Administrative Regulation (AR 5132)

No grade of a student participating in a physical education class shall be adversely affected due to the fact that the student does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

TTUSD Students Dress Code and Grooming Board Policy (BP 5132)

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)
(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about the school dress code at the beginning of the year and when revised. A student who violates the dress code shall be subject to appropriate disciplinary action.
(cf. 5144 - Discipline)

When gangs constitute a danger to students, the Superintendent or designee may restrict student dress and grooming as necessary to comply with Board policy related to gang activity. (cf. 5136 - Gangs)

SHS dress code requires that students adhere to the TTUSD Board Policy and Administrative Regulations to ensure a safe school climate. School is a work place and students are required to wear work place appropriate clothing. Violations will result in the following:

1st Offense: Conference with administrator and/or staff member change of clothes will be required.
2nd Offense: Student will be asked to change clothes, sent home if needed, referral made.
3rd Offense: Student will be sent home to change, parent conference, referral.
Subsequent: A student will be subject to suspension for habitual offenses (after three incidents of non-compliance). (**1-3 day suspension 48900 K)**

****Parents are ultimately responsible for their student's adherence to the school's dress code.**

SIERRA HIGH SCHOOL SCHEDULES

Regular Schedule

Start Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Pledge	Pledge	Pledge	Pledge	Pledge
12:30 p.m. (Friday ONLY)					Dismissal
1:15 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	

Late Start Schedule

Start Time	Monday	Tuesday	Wednesday	Thursday	Friday
10:00 a.m. SCHOOL STARTS	Panther Pledge	Panther Pledge	Panther Pledge	Panther Pledge	Panther Pledge
12:30 p.m. (Friday ONLY)					Dismissal
1:15 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	

Early Release Schedule

Start Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m.	Pledge	Pledge	Pledge	Pledge	Pledge
12:00 p.m.	Dismissal and Lunch	Dismissal and Lunch	Dismissal and Lunch	Dismissal and Lunch	Dismissal and Lunch

TTUSD EQUAL ACCESS BOARD POLICY

As a student of Tahoe Truckee USD, students in alternative education have access to classes, programs, labs, sports, dances, etc. -which are not offered through alternative education – at the elementary, middle and high schools. A student must have a valid school identification card to participate. Alternative education students (Cold Stream, Sierra High) who live on the lakeside will access lakeside schools; likewise, Truckee alternative education students will only access Truckee schools. A valid school ID must be presented.

While on campus, the alternative education student is under the jurisdiction of the site administration. Any infraction of school policy and/or education code could result in the loss of equal access privileges. School site principals may revoke or deny privileges at any time.

Procedure

In order to participate, the parent or guardian must submit a request to the alternative education administrator. The site administrator will contact the school to request admission on behalf of the parent. Parents are not to solicit teachers or other administrators to request participation.

Policy on Denial of Equal Access

Equal access to participate will be denied for the following reasons:

- The class/program is already filled to capacity. Student will be placed on a waiting list.
- Student poses a discipline problem – student has a prior history of discipline problems or student creates a discipline problem.
- Other: Any other reason decided by the school.

I have read the handbook and agree to abide by the school's policies, and regulations.

_____
Print Student Name

_____ Date _____
Student Signature
*** I have read the handbook and understand my student will be held to the policies and regulations described within.**

RETURN THIS PAGE TO SCHOOL

_____
Print Parent/Guardian Name

_____ Date _____
Parent/Guardian Signature

PLEASE DETACH THIS PAGE AND RETURN TO SIERRA HIGH

Appendix A.

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) 58202552 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 2023-2024 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.

Appendix B.

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.

Appendix C.

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 cannot 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 cannot 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 cannot 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

Appendix D.

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 withing 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:

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