



Tahoe Expedition Academy

Student and Parent
Handbook
2025-2026

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WHO WE ARE

Tahoe Expedition Academy (TEA) was founded in January of 2011 when a group of motivated and creative community members came together as educators, parents, and entrepreneurs determined to build the kind of environment we wanted for our own children and students—and dreamed of changing the face of education.

The energy and momentum these individuals generated gave educators, parents, and students alike an opportunity to take learning and growing in a new direction. Along with devoted faculty, dedicated Board Members, generous families, and eager students, the school opened in September of 2011 with 72 students in Pre-K through 8th-Grade.

Since TEA's inception, our school has continued to grow and prosper, adding 9th through 12th Grades, earning accreditation by the Western Association of Schools and Colleges (WASC) and California Association of Independent Schools (CAIS), and graduating its first eight classes. 100% of TEA's graduates that choose to continue on to college have been accepted to 4-year colleges and universities. More importantly, 100% of TEA's graduates have reported to us they were ready for their transition into the world beyond high school.

Our Mission: Empower a new generation of creative problem solvers with a social conscience

Powered by Constructive Adversity®, TEA's forward thinking educational design combines academic excellence, character building, and real world adventures to develop confident and creative problem solvers who thrive in and contribute to dynamic and challenging environments.

Our Vision: Believe in the infinite power of young people

We believe students can make a difference in the world now and become the change-makers of today. We're not interested in 'preparing future leaders,' but rather tapping their creativity, right now.

Our Values: Core elements of our culture at TEA

- Transforming adversity into growth by tackling today's complex challenges and seizing opportunities to engage & inspire.
- Advocating for an equitable world where everyone feels a sense of belonging and has an equal chance to thrive.
- Collaborating with partners in local & global communities to foster positive change.

Our Character Traits

Performance Character Values & Habits of Scholarship (CCPR)

- **Craftsmanship** - Doing things with quality through repetition, practice, effort, trial and error, and a growth mindset. Taking time to set goals and reflect, respecting and providing feedback that is kind, specific and helpful, and striving to create beautiful work.
- **Collaboration** - Cooperation and teamwork with people from diverse backgrounds and a variety of skill sets and learning styles. Taking turns, showing respectful focus, monitoring air time and being patient. Supporting everyone to be included and have a sense of belonging.
- **Perseverance** - Grit, stamina, persistence, determination, accepting & seeking challenges, having resilience and growth mindset. Showing adaptability and flexibility. Having a willingness to embrace the ups and downs of the learning process.
- **Responsibility** - Accountability, duty, ownership, and reliability. Striving for having positive social Interactions. Taking responsibility for my actions and learning. Demonstrating integrity and honesty.

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Relational Character Traits (SAGE)

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- **Stewardship** - Preserving and protecting the environment, cleaning up after myself and others, and taking action to improve the human made and natural environments.
- **Advocacy** - Taking action to help others. Supporting diversity. Promoting inclusion and belonging. Identifying and understanding problems that I can help fix, and using my voice to do what I believe is right for myself, others and the environment.
- **Gratitude** - Thankfulness, appreciation, gratefulness, showing thanks in a variety of ways including for diverse peoples and cultures. Staying humble and optimistic.
- **Empathy** - Compassion for self and others, self-awareness, listening well to other people and understanding how they are feeling. Putting oneself in other people's positions to show I care. Making sure people with diverse backgrounds and beliefs feel included in the learning environment.

Our Learner Outcomes

Learner Outcomes are traits we seek in our graduates at the culmination of our program. They include academic standards, character values, adventure skills, and real world competencies. We believe if each graduate has mastered these Learner Outcomes, then they are capable young adults who are ready and able to make a difference in the world.

1. **Adapt to thrive in changing and challenging environments:** Graduates will have the tools they need to embrace challenges as opportunities. We teach our Adapt to Thrive learner outcome by strategically and purposefully pushing students out of their comfort zone both inside and outside of the classroom. Examples include engaging with adult experts on a peer-to-peer level, grappling with real-world problems that can result in failed prototypes, participating in extended physical challenges including multiple day 30+ mile hikes, and embracing mental curveballs that simulate a variety of challenges professionals face on any given day.
2. **Use a social, environmental, and economic lens to advocate for an equitable world where everyone feels a sense of belonging and has an equal chance to thrive:** Graduates will utilize diverse perspectives to examine issues of justice and equity through a triple bottom line of sustainability lens. We teach our Triple Bottom Line for a Just and Equitable World learner outcome through hands-on investigations of topics like climate change and the balance of power. Students learn the impact on different populations through statistical analysis and evaluate solutions by looking at the social, economic, and environmental opportunities and impacts. We seek to teach our students how to critically think and analyze multiple perspectives so they can identify how they wish to contribute to the world in line with their own personal values.

At TEA, we map our learner outcomes to national standards. Standards are then grouped under specific learning objectives (goals students seek to achieve) that align to each core content area (i.e. math and science) in order to clearly assess and track student development. We measure the achievement of the Learner Outcomes through formative and summative assessments, real-world experiences and projects, and our Passage Presentations, during which students demonstrate their mastery of each one in order to receive a diploma.

Respect for Cultural Diversity

We believe that the intellectual, emotional, social, and psychological development of our students happens most effectively in a community that embraces and values diversity, whether based on cultural and ethnic background, nationality, socioeconomic status, gender, sexual orientation, gender identity/expression, religion or creed, ability/disability, learning style, age or generation.

A diverse student body is an essential component to learning and growing in an independent school. Students are most able to understand, appreciate, and respect differences in a setting that supports and celebrates these differences. TEA seeks a diverse community both in its hiring practices and in its student recruitment, with the aim of providing a school community that represents the diverse and multicultural world around us.

LOGISTICS

School Grade Level Divisions

Please see clarification on our school terminology and grade-level divisions below.

- Pre-Kindergarten: 4-year-olds
- Elementary School: Kindergarten through 5th-grade
- Bridge Program: 6th-grade
- Middle School: 7th and 8th-grade
- High School: 9th through 12th-grade

Campus & Buildings

TEA utilizes the 42-acre Martis Valley Campus at 9765 Schaffer Mill Road.



School Schedule

Location	Grades	Drop Off Window	Start Time	End Time	Pick Up Window
Lower school drop-off, right at roundabout	Pre-K to 5th	8:15 -8:30	8:30	2:45	2:45-3:00
Upper school drop-off, left at roundabout	6th to 12th	8:15-8:30	8:30	3:00	3:00-3:15

Key Dates for 2025-2026 School Year



2025-2026 School Calendar

August 2025							School Events							February 2026						
S	M	T	W	T	F	S	(8/28) Base Camp Bash							S	M	T	W	T	F	S
					1	2	(9/2) First Day of School							1	2	3	4	5	6	7
3	4	5	6	7	8	9	(9/9) Lower School Back to School Night							8	9	10	11	12	13	14
10	11	12	13	14	15	16	(9/10) New Family Party							15	16	17	18	19	20	21
17	18	19	20	21	22	23	(9/17) Upper School Back to School Night							22	23	24	25	26	27	28
24	25	26	27	28	29	30	(11/20-11/21 NO SCHOOL) LS & US Parent-Teacher Conferences													
September 2025							(2/12) Lower School Winter Celebration of Learning							March 2026						
S	M	T	W	T	F	S	(3/30-4/3) Lower School Student-Led Conferences (SLCs)							S	M	T	W	T	F	S
	1	2	3	4	5	6	(5/9) Annual Gala							1	2	3	4	5	6	7
7	8	9	10	11	12	13	(5/28) Upper School Student-Led Conferences (SLCs)							8	9	10	11	12	13	14
14	15	16	17	18	19	20	(6/3) Lower School Spring Celebration of Learning							15	16	17	18	19	20	21
21	22	23	24	25	26	27	(6/5) All School Olympics							22	23	24	25	26	27	28
28	29	30					(6/8) Lower School Challenge Hike							29	30	31				
October 2025							(6/10) Upper School Celebration of Learning + 8 th Grade Graduation							April 2026						
S	M	T	W	T	F	S	(6/11, release at 12:00 pm) Last Day of School							S	M	T	W	T	F	S
			1	2	3	4	(6/12) Class of 2025 Commencement										1	2	3	4
5	6	7	8	9	10	11	Faculty & Staff Professional Development Days (No School)							5	6	7	8	9	10	11
12	13	14	15	16	17	18	(8/20-8/21) Faculty & Staff Overnight							12	13	14	15	16	17	18
19	20	21	22	23	24	25	(8/25-8/29) Faculty & Staff In-Service							19	20	21	22	23	24	25
26	27	28	29	30	31		(1/5) Professional Development							26	27	28	29	30		
November 2025							(2/23) Professional Development							May 2026						
S	M	T	W	T	F	S	(6/15-6/16) Faculty & Staff In-Service							S	M	T	W	T	F	S
						1	Holidays or Breaks (No School)												1	2
2	3	4	5	6	7	8	(9/1) Labor Day							3	4	5	6	7	8	9
9	10	11	12	13	14	15	(10/6-10/10) Fall Break							10	11	12	13	14	15	16
16	17	18	19	20	21	22	(11/24-11/28) November Break							17	18	19	20	21	22	23
23	24	25	26	27	28	29	(12/22-1/2) Winter Break							24	25	26	27	28	29	30
30							(1/19) Martin Luther King Day							31						
December 2025							(2/16-2/20) February Break							June 2026						
S	M	T	W	T	F	S	(4/6-4/10) Spring Break							S	M	T	W	T	F	S
	1	2	3	4	5	6	(5/25) Memorial Day								1	2	3	4	5	6
7	8	9	10	11	12	13	Upper School Fieldwork							7	8	9	10	11	12	13
14	15	16	17	18	19	20	(9/3-9/5) 7 th -12 th Grade Fall Crew Overnight							14	15	16	17	18	19	20
21	22	23	24	25	26	27	(9/10-9/12) 6 th Grade Fall Crew Overnight							21	22	23	24	25	26	27
28	29	30	31				(10/14-10/17) 6 th Grade Fall Fieldwork							28	29	30				
							(10/20-10/24) 7 th -8 th Grade Fall Fieldwork													
January 2026							(11/5-11/12) 9 th Grade Fall Fieldwork (11/14 No School for 9-12 th)							July 2026						
S	M	T	W	T	F	S	(11/4-11/13) 10 th -12 th Grade Fall Expeditions (11/14 No School for 9-12 th)							S	M	T	W	T	F	S
				1	2	3	(TBD) 6 th -8 th Grade Winter Fieldwork										1	2	3	4
4	5	6	7	8	9	10	(3/2-3/6) 12 th Grade Capstone Fieldwork Week							5	6	7	8	9	10	11
11	12	13	14	15	16	17	(TBD in April/May) 6 th -8 th Grade Spring Fieldwork							12	13	14	15	16	17	18
18	19	20	21	22	23	24	(4/28-5/7) 9 th -12 th Grade Spring Fieldwork (5/8 No School for 9-12 th)							19	20	21	22	23	24	25
25	26	27	28	29	30	31	Lower School Fieldwork: To Be Announced by Crew Leader							26	27	28	29	30	31	

Dates are subject to change

Last Updated 7/27/2025

Campus Safety

School-wide crisis drills are regularly scheduled and practiced throughout the school year. These drills include fire evacuation, shelter in place (natural disaster & intruder on campus), environmental hazard, and bus evacuation. We hold the safety of our students and staff as the highest priority. The school's Crisis and Safety Plan is available for your review upon request and a copy is kept in each Crew classroom. We continuously revise, update and implement our safety strategies as new information becomes available.

Fieldwork, Field Studies, and Adventures

These activities take place outside the campus and entail inherent risks and safety issues. TEA considers safety as our highest priority. We have trained and certified personnel leading following school-wide protocols and policies. Details in the planning and execution of our fieldwork can be found in the Fieldwork section of this handbook.

ACADEMICS and SCHOOL POLICIES

Each student and family is instrumental in creating and sustaining a learning environment at TEA where all are able to thrive. Adherence to school policies allows this to happen.

Classroom Behavior Policies

Creating a cohesive and respectful learning environment is paramount to the experience of students at TEA. Each class and teacher will establish norms and expectations that students are expected to abide by. Holistically, all students at TEA are expected to conduct themselves in their classrooms according to our character traits and the following norms:

- Be Present: Come to school/class on time and focus on what is happening in class
- Come Prepared: come to school with all materials that you need for each particular class
- Embrace Challenge: Work through the what you find difficult and use your resources
- Communicate with Care: Speak to your teacher and classmates with respect
- Invest in your Learning: Hand in assignments on time, focus on the learning at hand, ask questions

Grading

The Upper School uses a standard, percentage based gradebook, available to students and parents through Blackbaud. TEA believes strongly that students should have multiple opportunities to demonstrate proficiency (frequently referred to as Mastery) within clearly defined learning objectives or standards. Students in the upper school will engage with a wide variety of performance tasks including both formative and summative tasks. Formative tasks are largely considered classwork, and are not typically available for revision. Revision is appropriate on summative tasks, which involve clear rubrics and expectations, and are designed to measure proficiency in learning objectives. TEA's desire to support revision relies on the individual student engaging authentically, and in a timely fashion with assignment objectives. Incomplete, late, or inauthentic work products fall outside of the revision policy. Revision opportunities may vary depending on the task at hand. Students engaged in a project or paper which has several drafts or benchmarks, will likely end up by submitting a final draft. Whereas students pursuing skill proficiency will have several opportunities to refine that skill through revision and intervention. Lower school classes utilize a Standards-based grading approach.

Middle and High School Late Work

TEA encourages students to pursue every available outlet to achieve understanding and proficiency on assignments. Outlets include office hours, emailing teachers for clarity, and when appropriate, assignment extensions. Unless pre-arranged with the teacher, projects and assignments that are submitted late will be docked 5% per day for middle school and 10% per school day for high school. Executive functioning learning objectives, such as “Preparation” may be used in order to manage late work penalties. Work must be submitted within two weeks of the assigned due date to receive credit (unless a student is entitled to and advocates for an extension past this time period). Medical and other extenuating circumstances can qualify a student for a reduced academic load, or series of deadline extensions. Revisions are encouraged in line with our philosophy of proficiency. All revisions must be turned in prior to the end of the quarter.

Academic Honesty

TEA complies with the National Association of College Admission Counseling Statement of Principles of Good Practice. Cheating, plagiarism, lying, and misconduct will not be tolerated and will lead to disciplinary action, as determined by the School's Administration. The first time a student cheats or plagiarizes, they will receive a 0 on the assignment and must redo the assignment for no credit. The student will also meet with their teacher and possibly Dean of Student. The second time, further consequences will ensue which may include academic probation, meeting with the Dean of Students, parent/guardian meeting, and may result in losing credit for the course.

With teacher's permission, students may use AI programs such as ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material.

Any plagiarism or other form of cheating will be dealt with severely under relevant TEA classroom and school policies.

AI POLICY

Overview

Artificial Intelligence (AI) technologies, such as ChatGPT, BARD, DALL-E, and Stable Diffusion, are rapidly evolving, capable of generating text, images, videos, music, and more. As these tools become increasingly sophisticated, it is crucial for TEA to integrate AI into our educational environment in a way that aligns with our Mission Statement, Values, DEIB (Diversity, Equity, Inclusion, and Belonging) Beliefs, and Code of Conduct, as outlined in our Student and Parent Handbook. AI tools can enhance learning by providing personalized experiences, inspiring creativity, assisting in problem-solving, and improving efficiency. These benefits should be leveraged to support, not replace, student effort and engagement. This policy is designed to ensure that the use of AI at TEA enhances learning while maintaining the integrity of our educational objectives. As AI technology continues to develop, our approach to its use may evolve accordingly.

Guiding Principles

1. **Competency and Training:** TEA is committed to training teachers and students to be competent in the effective, ethical, and responsible use of AI. This includes understanding the capabilities of AI and how to use it to enhance learning outcomes.
2. **Enhancing, Not Replacing Learning:** AI should serve as a tool to spark ideas and advance learning, not as a substitute for acquiring essential skills and knowledge.
3. **Transparency and Trust:** We will maintain transparency in our use of AI, clearly communicating our beliefs, expectations, and policies. This transparency is key to cultivating trust between students and teachers.
4. **Teacher Discretion:** Individual teachers have the responsibility to communicate their expectations and policies regarding AI use, ensuring alignment with these guiding principles.
5. **Citing AI Use:** When AI tools are used, they must be cited and credited appropriately. This includes capturing and sharing interactions with AI when necessary.
6. **Academic Integrity:** Students must adhere to TEA's Academic Honesty policies, as outlined in the Student-Parent Handbook. Failure to properly cite AI use or adhere to these policies may result in disciplinary action.
7. **Ongoing Review and Adaptation:** Our AI-related policies and expectations will be reviewed and updated regularly to remain relevant and effective as technology evolves.

AI Competencies and Parameters

1. **Effective Use:** Using AI to advance learning and achieve outcomes, including generating prompts, interacting with AI for high-quality results, and being aware of AI tools and their capabilities.
2. **Critical Use:** Evaluating the accuracy and value of AI-generated content, checking the validity of sources, and selecting the appropriate AI tools for each context.
3. **Ethical Use:** Adhering to user licenses, school policies, and ethical guidelines, including the non-disclosure of private information and an awareness of the societal impacts of AI.
 - a. **No Plagiarism:** Presenting AI-generated content as your own without proper attribution is plagiarism.
 - b. **Proper Attribution:** Clearly disclose how AI tools were used, including citations and explanations of their contributions.
 - c. **Personal Effort:** AI should enhance learning, not replace personal effort. Engaging with the material is essential for educational development.
4. **Responsible Use:** Self-regulating AI use, taking responsibility for one's actions, and ensuring that AI is not used to substantially complete assignments or exams. Teachers will clarify the appropriate use of AI tools based on the context of each activity, with input from students and families. AI use must align with the educational goals of the activity and comply with applicable laws and regulations regarding data security and privacy.

Consequences for Misuse

Violations of AI-related policies may result in disciplinary action, including:

- Receiving a failing grade on the assignment.
- Additional tasks to address the misuse.
- Further disciplinary measures as deemed appropriate by school administration.

Continuous Review

This policy will be reviewed regularly to ensure it remains relevant and effective as AI technologies and their role in education continue to evolve.

School Supplies

Your back-to-school information will include a list of school supplies that are required or recommended, as applicable. Families may be provided with a specialized list by class or classroom for academic supplies as well as a general gear list for expeditions.

Attendance

Please email the school at attendance@tea-mail.org when your child is going to be absent, either due to illness or vacation. Also, notify the school if your child has had possible exposure to a communicable disease (pink eye, measles, COVID-19, chickenpox etc.)

Illness Plan

Please email the School when a student is going to be absent due to illness at attendance@tahoeexpeditionacademy.org. Please keep ill children at home to protect our school communiTEA. TEA's Illness Plan is designed to give guidance to decision-making for the benefit, safety, and health of our workers and employees as well as our students, parents, and our CommuniTEA at-large.

Illness

The following areas give overall guidance for TEA in 2025-26

Oversight

- TEA will continue to monitor and review local, county, state, and federal regulations and guidelines.
- TEA staff will practice illness prevention techniques including hand washing before meals, after visiting the restroom, playing outside, etc., and teach these skills to their crew.
- TEA will continue to monitor cases to minimize the potential of outbreaks of illness.

Communication

- TEA will establish and maintain communication methods for employees, students and families.
- When specific and substantial contact occurs between community members and those who develop symptoms of specific illness TEA may inform affected community members to provide insight and planning to mitigate additional exposures and minimize transmission.

Day-to-Day Operations

- TEA will require sick employees and students to stay home.
- TEA will send home employees and/or students with illness symptoms, including a persistent cough, fever, shortness of breath, vomiting, fever, and/or other symptoms indicative of illness.

Fieldwork

- Students who are displaying symptoms of illnesses will not be allowed to go on fieldwork.

- TEA Staff/Faculty will monitor conditions and areas of travel and adjust testing and masking expectations accordingly. Resources for our community include [CDC's Travelers Health Notices](#).
- Prior to departure, fieldwork participants' health conditions will be reviewed and the decision to allow participation will match at-school standards.
- TEA Staff/Faculty will monitor the health of participants and will manage all situations regarding illness. Measures may include testing, isolation, masking, limitations on contacts, and possibly fieldwork extraction.

Stay-At-Home Standards

The following symptoms are the basis for stay-at-home standards for TEA in 24-25:

- Cough, fever, and shortness of breath.
- Additional symptoms include chills, body pains, sore throat, headache, diarrhea, nausea and/or vomiting, and loss of taste and smell.
- If you show any of these symptoms, please do not come to school.
- Stay home until symptoms resolve.

Sent Home Standards

- Staff and Students will be sent home when the above symptoms arise or occur.
- Parents, you will be required to pick up students within one hour when these decisions are made. Staff and students will be masked and isolated upon determination of the need to leave school.

Return to School Standards

- Resolution of symptoms is required to return to school. A child will be permitted to return 24 hours after the symptoms have ceased. Children with a need for antibiotics must have been on medication for 24 hours before returning to school and should present with a doctor's note.
- When illness with COVID symptoms occurs, a negative COVID test is not required to return.

Fieldwork Standards

- Above Return to School Standards will apply to fieldwork.

Note: In the cases of illness discussed above, including Covid, the School reserves the right to make exceptions which are in the best interest of the student and the School community as a whole.

Excused Absences

Absences are considered "excused" when the parent notifies the School that the child will not be in attendance. Valid excuses include, but are not limited to: illness, hospitalization, death in the family, religious and cultural holidays, family emergency, court appearance, testing or evaluations. Excessive absenteeism may require the Dean

of Students and/or Head of School to become involved in conversations with the parents/guardians. When continued absences occur (over 10 days), student and family need to work with the IAP program, Dean of Students and/or School Counselor depending on the specific circumstances. Excessive absenteeism without valid reasons and without use of the IAP program may result in loss of course credit.

Unexcused Absences

The day of an unexcused absence families will receive an email and phone call from attendance alerting them to the unexcused absence. Should this become a pattern of unexcused absences the Dean of Students will call home and in person meetings may occur with student and parents. If there are 5 or more unexcused absences within one semester, course credit may be at risk.

Tardiness

Being on time for school is vital to one's academic success. Tardiness to school and/or to classes disrupts the learning environment and does not show respect for oneself or others. If a pattern begins to develop where a student is often tardy (three or more tardies in one semester) the Dean of Students will meet with the student and family. More than five tardies may require the Dean of Students and/or Head of School to become involved in conversations with the student and parents/guardians. If excessive tardies continue, appropriate consequences will be assigned and a performance improvement plan may be implemented. Please expect phone calls from our main office in the event of excessive and extreme tardiness.

Early Pickup or Late Drop-Off

If you need to pick up your child before the end of the school day or drop them off later than the official start time for any reason (doctor appointment, etc.), please sign them out. It is imperative, especially in emergencies, that we know who is on campus at all times. You will be contacted by our administration team in the event this process is not followed accordingly.

Medical Leave

A student may take a medical leave in the case of serious illness, bodily injury, or mental health condition, as determined by objective medical evaluation. A student's family may request such a leave at the recommendation of medical professionals. Additionally, if in the School's judgment, a student is exhibiting symptoms that make the student unable to participate in required academic, fieldwork, or extracurricular activities without imposing an undue burden on the School's resources, the School may recommend that the student be evaluated and subsequently placed on a medical leave. Discussion of a leave of absence—a meeting among crew leaders, the Dean of Students, the School Counselor, the Head of School, parents, and students, if appropriate—should begin under the following circumstances:

- When mental health or physical symptoms are preventing a student from functioning academically.
- When a physical or mental health condition is seriously interfering with a student's attendance at school (more than six total days of absence in one quarter, or eight days in two consecutive quarters, will usually trigger such a discussion).
- When a student behaves in ways that can be considered self-harming or dangerous to others.
- When a student is not engaged in treatment that the School has made a condition of attendance, after the student has been evaluated by medical and/or mental health professionals, who have deemed such treatment appropriate.

This initial discussion of a medical leave should establish for School personnel what steps the family is taking to ensure that the student is well enough to participate fully in life at the School; and should establish for the family what further steps the School may take if the problem does not improve. The Dean of Students or the School Counselor will consult with the student's teachers, senior administrators, the School Counselor, when appropriate, in continuing to monitor the situation. Decisions about granting or requiring a medical leave, or reinstating a student who has been on leave, rest with the senior administrators, and the School Counselor. They will be guided by the principal goal of a medical leave: to give the student the opportunity to regain health and thereby function consistently, productively, and safely at the School. In the absence of a treatment plan that meets these needs in the view of these School personnel, the School may require the student to withdraw.

A medical leave agreement will include provisions for the student's return to school. While a student on leave is excused from attending class, the student must make arrangements with the teachers involved for making up missed material, either while on leave (if possible) or upon return. While the School will strive to minimize academic disruption, the School may require that a student drop a course or courses if a prolonged absence will make it impossible for the student to complete the course. To return to school from a medical leave, a student must provide a thorough, written professional evaluation of the student's current mental health or medical condition from the physician, psychiatrist, or other professional who treated the student during the medical leave. The School's decision about reinstatement will depend on its confidence that the student will be able to function in school without unduly taxing the School's support and supervisory resources. The School reserves the right to require additional evaluation by a physician or mental health consultant of its choosing. The guiding principle of re-admission from a medical leave is the School's confidence that the student can return safely; and that the student's return will not compromise the student's continued recovery, interfere with the School's ability to serve other students' needs, or place an undue burden on the School. As a corollary to this principle, a student whom the School determines can safely participate in the regular school day may nevertheless be restricted from participation in a residential style School activity.

Extended Absences and Seasonal Commitments - IAP Program

TEA has created a unique program to support students who travel and have seasonal sports commitments and other obligations throughout the school year. The Individualized Adventure Plan (IAP) Program is mandatory for students missing over one day or two half days (20%) of the week during the sports season or extracurricular commitment time frame. Your student may also be referred to the program by their teacher based on academic needs and attendance. This program provides families additional support through 1:1 or small group instruction, customized curriculum pathways, and continued collaboration between families and teachers to address students' learning needs. The IAP Coordinator will work with the family and teacher to ensure deadlines are communicated, standards are met, and students remain connected to the school and crew while away.

TEA recognizes families' needs for flexibility and travel but also holds experiential learning trips as a significant foundation for the learning experience at TEA. Programs of study to replace real-world field experience opportunities are difficult to be replicated. Students should plan to participate in fieldwork associated with both their grade level and intensive courses. The IAP coordinator will provide travel dates ahead of time in hopes that students can plan around these unique and impactful opportunities.

IAP Coordinator must approve an IAP Application before departure. The IAP Application can be obtained from the IAP Coordinator. A Sports Commitment or Predetermined Travel application and signed contract are due **ten days** before a student's last day on campus. The student and family drive these learning plans; a consultation will be held between the family and the IAP coordinator. The goal of the consultation is to gather information about the learning needs, goals, and passions of each student participating in the program.

Students will complete lesson plans while away from school or during support hours and submit projects and assignments on designated due dates. Failure to do so will jeopardize eligibility to participate in the program and result in no credit earned for the assignments.

Students will meet the IAP coordinator to ensure standards and lessons are completed. The IAP coordinator will hold weekly calls for absences exceeding ten days to verify that students meet deadlines, understand the content, and remain connected to the school community. The IAP Coordinator will be the main point of contact for the family and provide the support needed while away.

Students who accrue more than 30 excused absences and who are not enrolled in our IAP program are subject to re-enrollment review by the Head of School, Dean of Students, and Student Support Services.

Campus Closure / Delayed Start / Early Release / Digital Days

We follow an autonomous policy regarding campus closures due to poor air quality or inclement weather causing hazardous driving conditions.

In regards to inclement weather, we evaluate the forecast for predicted snow amounts and elevation, as well as wind, ice, temperatures, and rain. The status of Interstate 80, SR 28, SR 89, and SR 267 for road conditions, closures, and chain requirements are also taken into consideration. In addition to the main roadways used by our buses, we also consider secondary roadways as well. We will assess the situation for each occurrence and if we decide that the risk of getting to school creates excessive safety concerns, we will close the campus for that day (Snow Day).

Alternatively, we may elect to call a Delayed Start Day. This means that school may begin two hours later than normal but will conclude at the normal time. Bus schedules will also be adjusted.

If either of these options is set in motion, the information will be relayed via ParentSquare SMART ALERT outgoing message system by 6:00 a.m. Snow days will be posted on the homepage of the TEA website. If conditions worsen during the school day and the risk of getting children home creates safety concerns, we will announce an Early Release.

In order to mitigate any loss of academic content or instruction due to a significant number of campus closures, smoke days will be virtual. Following the third campus closure of an academic year due to snow, we will move to a virtual platform with a modified schedule. The specific details of the digital day expectation will be communicated to specific grade levels as they become necessary.

Code of Conduct

TEA is a community, founded upon trust and mutual respect. The involvement and contributions of each individual play an integral role in the day-to-day functioning of the school as a whole. As such, TEA trusts each student to recognize his or her responsibility for the welfare of the school and expects all students to honor the school's standards and values.

Important Notes:

- Policies may change at any time with notification from the Head of School.
- Incidences of discipline are dealt with on a case by case basis and privately with necessary parties.
- Discipline issues are thoroughly investigated and may take time to be resolved
- Consequences are not made public to community members

- Students will review and agree items in the Student Handbook and the Code of Conduct during the first week of school.
- When students feel they have witnessed the code of conduct being violated, they should reach out to the Dean of Students or another trusted adult. Community members always have access to report anything through the Sandy Hook Promise Say Something reporting system.
- Behaviors off campus that impact on campus relationships and community may lead to disciplinary action at TEA.
- TEA reserves the right to counsel students out of TEA should they not meet TEA expectations and policies

Hateful Expression

TEA prohibits the use of words, gestures, symbols, and images that are hateful, abusive, foul, threatening, or harassing based on ability, gender, gender expression, race, ethnicity, religion, sexual orientation, or any other aspect of identity. Hateful expression, both verbal and non-verbal, is contrary to our mission and values. Examples include epithets, derogatory jokes, slurs, hateful speech in song lyrics, gestures, symbols, imagery, or other expression that has the purpose or effect of denigrating an individual or group based on identity. Hateful expression is prohibited regardless of when, where, or how it occurred, for example, on or off campus, at any school-sponsored activity, on social media and in private messages, displays on clothing, books, phones, computers or backpacks. TEA reserves the right to follow up with disciplinary actions for hateful speech regardless of the location of the incident.

Students who have concerns to report may share them with the Dean of Students, their school counselor. Hateful expression violations are considered a major policy violation, and the school will take steps to address the impact of any such behaviors on our community as well as providing the affected individual(s) with support.

The School invites sincere discussion and questions, and recognizes that there will be moments when there is insufficient information and miscommunication. We encourage students to address those incidents directly when they occur, but we recognize that not all students may feel comfortable doing so. Students who have concerns about another's speech, whether in person or online, should contact their teacher, the School Counselor, the Dean of Students, or another trusted adult so that the School can respond appropriately.

Bullying

As a community, we are committed to providing students with a safe learning environment that is free from bullying and cyberbullying. TEA defines bullying as, "unwanted, aggressive physical and/or verbal behavior among individuals that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be

repeated, over time.” Accordingly, the School prohibits discrimination, harassment, microaggressions, intimidation, and bullying based on characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more. The school does not tolerate any bullying or unlawful behavior and reserves the right to follow up on incidents that occur in the following ways and places: while on School grounds, while going to or from School, during the lunch period whether on or off the campus, and during or while going to or coming from a school-sponsored activity, via technology or otherwise not connected to the School, should the conduct negatively impact an individual’s experience at the School. We will investigate reports and complaints of bullying, cyberbullying, or retaliation, and take appropriate action (mediation, social probation, suspension, expulsion, etc.) to end that behavior and restore our community safety.

Anti- Discrimination Policy and Statement of Diversity, Equity and Belonging

In the 2021-22 school year, the TEA community including board members, administration, faculty/staff, students and parents came together to address student concerns and created an Anti-discrimination policy and statement of Diversity, Equity, Inclusion and Belonging that supports belonging, clarifies expectations and nurtures conversation in our community. The complete Anti-Discrimination Policy can be found in the appendix.

Dress Code

Purpose: To ensure safety, comfort, and functionality during all school activities, our dress code policy is designed to provide guidelines on appropriate attire. Students are expected to adhere to this policy to fully participate in all school activities.

General Guidelines:

1. Safety First:

- a. All clothing and gear should be suitable for the specific outdoor activity. For example when cross country skiing, sunglasses, a hat, thin gloves and athletic, winter style athletic clothing is mandatory.
- b. Proper footwear must be worn at all times, including sturdy hiking / trail shoes with good traction on adventures.

2. Weather-Appropriate Attire:

- a. Dress in layers to accommodate varying weather conditions.
- b. Insulated, waterproof and/or windproof jackets are required for all activities in cold, wet or windy conditions.
- c. Hats, gloves, and sunglasses should be worn as needed to protect against sun, wind, and cold.

3. Comfort and Functionality:

- a. For adventures, wear moisture-wicking, breathable fabrics that wick sweat away from the body.
- b. Avoid cotton clothing on adventures as it retains moisture and can lead to discomfort and hypothermia in cold conditions.
- c. Opt for clothing with UV protection for sunny adventure days.

4. Students should wear

- a. Clothing that covers buttocks and nipples with opaque material
- b. Closed toed shoes. Avoid wearing open-toed shoes, sandals, or other inappropriate footwear when on adventures.

5. Students should not wear:

- a. Clothing with substance references, offensive graphics or messages or clothing that relates to or showcases drugs or alcohol are prohibited.
- b. Outfits that show undergarments (straps on undergarments under other clothing are not a dress code violation.)

Compliance:

- 1. Students must adhere to the dress code to participate in activities. Those not in compliance may be required to sit out of certain activities until appropriate attire is acquired.
- 2. Instructors and staff will provide reminders and assistance to ensure all students are prepared for each adventure.

Exceptions:

- 1. In special circumstances or for specific activities, instructors may adjust the dress code as necessary to accommodate individual needs while ensuring safety and program effectiveness.

By following this dress code, students will be better prepared for the challenges and enjoyment of outdoor adventures, ensuring a safe and rewarding experience for everyone. They will also exhibit good decision making, self care and character by dressing appropriately while in the classroom, the field and representing TEA in public and private facing endeavors.

Profanity

Profane language is disrespectful, disruptive and offensive. We ask our community members to use respectful, appropriate language during school, to follow the Code of Conduct and to help us maintain a safe, positive learning environment.

Harassment & Physical Contact

Students may not use any language or behavior that ridicules or criticizes another individual. Students may not use suggestive, rude or offensive words, hate speech, gestures, or actions. Harassment is a serious offense and can result in disciplinary

action by administrators. Students may not touch, push, punch or physically threaten or harm another person. Incidents will be addressed using best practices to ensure that the physical and emotional safety of all persons is not compromised.

Sexual Conduct

Students under the age of 18 years old should understand that in California, they are legally prohibited from consenting to sexual intercourse (defined as any type of penetration). The School takes this matter seriously, and if we become aware of such activity, we will support students as we likely involve the appropriate people, including, but not limited to, parents or guardians, to help provide counsel to students.

Notification To Government Authorities

In appropriate circumstances, such as when a crime may have been committed or a child may have been subjected to abuse or neglect of the type that is reportable under California law to the Department of Social Services (DSS), law enforcement, or other appropriate government agencies, may be notified. At any point after receiving a report of misconduct, including, but not limited to, bullying, harassment, discrimination, negligence, hazing, sexual assault, or sexual harassment, the School may notify local law enforcement or other government agencies. If the School receives a complaint involving students from another school, the School may notify the appropriate administrator of the other school so that both may take appropriate action.

Sexual Harassment

Through education and intervention, the School will maintain an environment that is free from sexual harassment. The School does not tolerate verbal or physical behavior that constitutes sexual harassment. Sexual harassment is defined as behavior involving a single instance or repeated instances of inappropriate verbal and/or physical conduct of a sexual nature. The School takes seriously all complaints of sexual harassment or retaliation, and will investigate each complaint thoroughly and promptly. A student or parent who wishes to report any alleged violation of the School's sexual harassment policy, including any instance of sexual abuse, should contact the Head of School. The School reserves the right to act unilaterally to end sexual harassment where such intervention is deemed warranted.

Drug, Alcohol & Tobacco Use

A student may not buy, sell, possess, or use alcohol or other unauthorized drugs or substances, including tobacco and tobacco-related products (including e-cigarettes and vaporizers), and/or any paraphernalia associated with the use of illegal drugs and may not intentionally misuse products that can act as inhalants, at any school-sanctioned event.

Personal Safety & Use of Tools

TEA students are encouraged to approach potentially risky activities not with fear, but with awareness, safety, and educated minds. TEA abides by all Federal, State, and Local laws. While, according to California law, it is illegal to have a knife on campus, knives may be used in wilderness experiences during off-site wilderness field studies at the discretion of trip leaders. Students may not bring their own knives or any other type of tool or weapon on to campus or to school sanctioned events.

Should there be suspicion of unsanctioned tools/weapons on campus, the school can search phones, cars on campus, backpacks etc. Searches are based on reasonable suspicion. This policy is in an effort to ensure student safety.

Guns are not permitted on the TEA campus. Gun possession by any student or internal/external community member will involve immediate referral to law enforcement. Families at TEA are encouraged to support gun safety by abiding by the California Department of Justice firearm owner responsibility document. Please see appendix E for more details.

Vandalism

Vandalism is defined as any malicious attempt to harm or destroy physical property data of another user, Internet, or other devices or networks. This includes, but is not limited to, the uploading or creation of computer viruses, attempts at gaining unauthorized access, changing hardware or software settings, or changing online materials without permission. Vandalism will result in disciplinary action. Instances of vandalism should be reported to the Dean of Students or through the anonymous reporting tool.

Driving Privileges/Off Campus Privileges

Students of age in High School and with a valid driver's license may have an automobile on campus with the permission of the Dean of Students and the written authorization of parents/guardians. The following additional guidelines apply:

- Students may leave campus if they use the appropriate check-out process and have documentation submitted. Leave may include off-campus lunch, doctors appointments, off-campus class, class activity, etc. Leaving campus not following proper protocol will result in loss of driving privileges and/or other consequences.
- All students must comply with all laws, rules and regulations of the California Department of Transportation.
- Provisional drivers may only drive siblings.
- Students must check-in and out at the front office when arriving after the normal start time (8:30 a.m.) or leaving prior to the end of the school day (3:00 pm).
- Students are not permitted to leave school early without approval

- Off campus lunch privileges are only for High School students. Students going off campus for lunch must sign out using Visit U on their cell phones.

Behavioral Expectations While Away From School

Students should be aware that they represent the School community at all times, both on and away from campus. While it is not the School's intention to monitor students in all their off-campus activities, the School reserves the right to take disciplinary action, including suspension or expulsion, in response to inappropriate conduct occurring outside of campus.

Sequence of Support

We utilize positive reinforcement and are proactive about teaching character and sound decision-making. In the cases when students do not make thoughtful decisions, we often use natural outcomes as consequences. However, in the event that a student's behavior results in frequent disruptions, we use our Sequence of Support (SOS) to provide the student with the level of support that is needed to achieve success in relation to their social-emotional well-being and growth.

The SOS is a gradual process of building supports that meet the specific needs of each student. The sequential steps that form the process are as follows: Exploration & Identification, Intervention & Accountability, and Formal Assessment and Implementation of Formal School Counseling. Each step represents a specific course of action during which we assess and implement supports that will allow students the individualized structures they need to be successful. We recognize that teaching students healthy ways to resolve conflict, make sound decisions for themselves, and work through adversity is a gradual process. Every student learns to improve these skills in a manner that is unique to them. The SOS is a methodological system that provides students the structured guidance they need to excel in building character and independence.

Sequence of Support (S.O.S) ***TEA's Approach to Conflict Resolution***

We utilize positive reinforcement and are proactive about teaching character and sound decision-making. In the cases when students do not make thoughtful decisions, we often use natural outcomes as consequences. However, in the event that a student's behavior results in frequent disruptions, we use our Sequence of Support to provide the student with the level of support that is needed to achieve success in relation to their social-emotional well-being and growth.

STEP I: Exploration & Identification

The Crew Leader/Teacher explores the situation more deeply to determine the level of severity of the incident. Crew leaders can ask for the Dean of Students support in this phase.

STEP 2: Intervention & Accountability

If the incident is **not deemed significant**, the respective Crew Leader/Teacher guides the student(s) through the following conflict resolution/problem solving experience.

PHASE I- the first occurrence of less significant behavior.

- The Crew Leader/Teacher may use the Questions for Restorative Practices to help students identify how their actions impacted others. Depending on the incident and student response, Crew leader/teacher may have them make a copy and respond to Restorative Practice Reflection Questions.
- This practice will be done in conjunction with students and be part of a conversation with the teacher/crew leader in person.
 - Help students verbalize their thoughts and emotions.
- The crew leader/teacher and student discuss and follow through with natural consequences that result from their actions.
- Crew Leader/teacher and student discuss a plan for the future.
- Parent is notified of the incident.

PHASE II- when less significant incidents begin to recur frequently. Crew Leader/teacher and student follow steps in PHASE I and then continue with these steps:

- Depending on severity and impact fill out an incident report when behavior is a trend.
- Dean of Students and/or Counselor is notified and brought in to support as needed.
- Crew Leader/Teacher meets with student to address the negative behavior trend that is beginning.
- Crew Leader/Teacher and student consider and implement supports that address student needs.
- The Crew Leader/Teacher may create a classroom protocol/norms (or classroom Learning Target) for dealing with certain situations/circumstances that are unique to his/her/their classroom management style.
- Consider targeted behavior chart.
- Dean, Teacher, and Counselor consult to discuss social/emotional and academic needs and flags for the student to determine next levels of support.
- For 6-9th graders: Crew Leader/Teacher calls parents/guardians to inform them of the situation and guide them to talk to their student regarding the behavior pattern and brainstormed solutions.

- For 10-12th graders: For more significant behaviors, parents may be notified after TEAm collaborates. For less significant behaviors, the student is addressed and a plan is created between the student and TEAm using restorative practices.
- Formal School Counseling may be advised at this point.

PHASE III- When the trend continues after being acknowledged with teachers, students, and parents.

- Teachers/Dean of Students/Crew Leader communicate with School Counselor to identify issues and potential goals.
- Counselor in conjunction with Dean of Students meets with student to create learning targets for behavior plan which address the identified issues.
- Dean calls a meeting with parents and student to put behavior modification plan in place.
- The behavior plan should include:
 - 1-3 Learning Targets that focus on social-emotional growth, in student-friendly language.
 - Support Plan- How will student, parents and teachers work together to set the student up for success?
 - Clear outcomes- What happens if the targets are met? What natural consequences happen if they aren't met? Include timed targets.
 - A follow-up plan- How will progress on the plan be monitored? When will the follow-up meeting occur?

If the incident is **deemed significant**, Dean of Students/Head of School assumes control of the situation through appropriate measures.

- Teacher fills out Incident Report
- Student(s) meets with Dean of Students to find out more information
- Teacher or DOS calls guardians/parents
- Dean of student enacts consequence
- Dean of Students meets with student(s) involved one week or so after incident to follow up

Disciplinary Action

The TEA community works to help students adhere to all school policies and work together to create a cohesive, respectful and safe community. Should a student be unable to adhere to any school policy, the administration will work to utilize restorative practices to help rebuild relationships and work with the student to reconnect to the community. The school also utilizes a variety of other behavioral and disciplinary tools/consequences to create an environment that holds students accountable and maintains the safety of our community.

It will be at the discretion of the Dean of Students and Head of School to determine the consequences of behaviors that go against school policies.

The school reserves the right to deny re-enrollment and/or promotion of a student who fails to consistently demonstrate TEA's character values, follow school policies, and codes of conduct while on school property, connected locally or remotely to the school computer network, being transported in a school vehicle, at a school or school-sponsored activity or event, or off school property when in such conduct has a reasonable connection to school or any school curricular or non-curricular activity or event.

In utilizing best practices while evaluating circumstances surrounding incidents warranting a disciplinary investigation, the Dean of Students and Head of School will manage all incidents exclusively. Discipline issues are investigated thoroughly and thus may take time to come to a resolution.

Discipline Reporting to Universities & Transfer Schools

As a National Association of College Admission Counselors member, Tahoe Expedition Academy reserves the right, when requested on the institution's application, to report student conduct records to colleges including, but not limited to, serious disciplinary violations, honor violations, probation, suspension, and dismissal. When discipline questions are asked on required college application forms to be completed by the college counselor, they will provide a written response to the question, describing the situation and disciplinary action while continuing to support the student on behalf of the school. When a specific disciplinary question is asked of a student on a college application, TEA requires the student to provide the college a written report of the incident with an honest, thorough explanation. The college counselor will advise the student throughout this process. Should disciplinary action occur after college applications have been filed and prior to graduation, TEA still considers it reportable to those colleges that specifically asked about disciplinary action in their application process.

Beyond communication with college admissions officers, student records and personal information remain confidential and can be released with written permission from a student or parent; or with written request from a transferring school.

Fieldwork

Fieldwork is an integral part of TEA school programming. All students are expected to participate in all scheduled fieldwork. Students need to have a parent or authorized guardian available locally in case of medical, behavioral, or other emergency evacuation during scheduled fieldwork. To participate in fieldwork, each student **MUST** have an Overnight Permission Form (for each overnight trip), Medication Administration Form, and Waiver, Release and Indemnity Agreement form signed and on file at the school. In addition, each student must have a TEA Bus Ridership form on file at school because all students ride school transportation to and from field studies and campus locations. TEA

will develop and apply standards in keeping with local, state and federal requirements. Please see the fieldwork manual, in the Code of Conduct section for a full description of fieldwork expectations.

Fieldwork Manual Summary

Safety is our primary concern. As a result, we have created a Fieldwork Manual outlining guidelines, procedures, and policies that we abide by as a school in outdoor settings. Students are expected to act in accordance with the guidelines, procedures, and policies outlined in the Fieldwork Manual at all times, as instructed by the responsible adults for that fieldwork (crew leaders, adventure guides, etc.) Failure to do so will enact the Sequence of Support and could result in removal from the trip. Students will be informed of the student fieldwork manual expectations prior to each trip in the field. Behavior and student expectations in the field are as follows:

Pre-Trip Compulsory Documentation for Students

Before any student can participate in any TEA field study the following information must be provided and forms **MUST** be completed and delivered to the appropriate personnel:

- Waiver, release, and indemnity agreement (during student enrollment process)
- Signed Acknowledgement and agreement form (during student enrollment process)
- Signed Overnight Permission Form (with included Permission to Treat signature), for each individual trip, signed by ALL legal guardians.
- Completed *Updated* Medication Administration Permission Form. This is completed for any student who takes medication prior to first fieldwork outing and any time there is a change to the medication taken. A medication log would then be used in the field by one of the instructors as medications are administered. Medications must be in original prescription packaging and have the student's name on it.
- Complete *Updated* Medical History (Blackbaud)
- Signed Cell Phone contract (trip specific document)

Pre-Trip Compulsory Documentation for International Travel

- See above plus incorporate the below
- Letter from parents that give consent for Trip Leaders/Lead Guides and/or Field Supervisor to take students out of the country for purposes of this trip, with dates, the names of specified personnel and reference to the organization.
- Passport
- Travel Visa - if applicable
- Immunization documentation (where required)

Behavioral Policies During Fieldwork

- The following actions are grounds for ejection or removal from fieldwork or expedition. These policies and additional behavioral expectations should be clearly communicated to students and crews prior to fieldwork.
- Violating any federal, state or local law that may be applicable.
- Violating any school policies, as listed in the Student Handbook, or poorly representing the school at the discretion of the Trip leader/s.
- Consuming, purchasing or possessing alcoholic beverages, tobacco products or illegal drugs. Using illegal drugs or misusing over-the-counter prescriptions.
- Engaging in behavior that the Trip Leader/s consider to be inappropriate, disruptive or offensive. This includes “mutually exclusive behavior” or behaviors that are detrimental to crew or TEA fieldwork. (This can include sexual behaviors, or inappropriate displays of affection with others).
- Committing abuse or harassment to others: including physical, emotional, and sexual abuse.
- Engaging in behaviors that are harmful to self, including suicide ideation.
- Repeatedly not following directions or leaving the group without permission.

Parent Policies During Overnight Fieldwork (Kindergarten - 3rd Grade)

A parent must attend overnight fieldwork for students enrolled in Kindergarten-3rd grade. Students and families will be asked to practice skills that will help scaffold independence and comfort to go independently on overnight fieldwork in the spring of 3rd grade.

- Parents sleep in tents with their student(s) on-site with the group. This allows students to gain skills and comfort for when they are doing this independently from their families and to build community with fellow families.
- No alcohol or substances are to be consumed or present on fieldwork.
- Help us be technology-free with our students on fieldwork. This could be done by modeling no technology use in front of the group, not providing before bed tablet time, etc. We suggest bringing alternatives like bringing books or games that can be shared with classmates. We know that some students use Kindle readers for books and ask that they remain in the tent before bed if used.
- Parents should model learning when on fieldwork. This could look involve engaging in presentations with experts, participating in circle time or reflection time, or exhibiting active listening when appropriate.

Student Health

Parents are expected to communicate with the School about any details that may affect a student’s experience at the School. These details may include learning styles, medical conditions, behavioral issues, and emotional needs.

Health Records, Regulations, and Access

Parents are asked to provide the School with information about the student's physical and emotional health. This information is needed to keep the School well informed of the health of all students. The School requires proof of up-to-date immunizations for all newly entering students. Additionally, we are required to report immunization statistics to the state for students entering kindergarten and seventh grade. If parents are unable or unwilling to submit immunization histories, they need to contact the Head of School, David Maher, to provide background information.

Privacy

Parents/legal guardians are asked to provide the School with immunization information to comply with state immunization laws. The School is committed to protecting the privacy of students and their families by treating all such medical information confidentially and restricting the use of, and access to, this information for medical management only, in accordance with applicable law.

Required Documentation

Medical Exam

To protect the health of children, California law requires a health examination on school entry. Please have the report filled out by a health examiner and return it to the school 18 months before or up to 90 days after enrolling in first grade, or upon transferring from another school when a record was not included with the transfer documents (usually when transferring from a school outside of California). The school will keep and maintain it as confidential information. If your child is unable to get the school health check-up, call the Child Health and Disability Prevention (CHDP) Program in your local health department. If you do not want your child to have a health check-up, you may sign the waiver form (PM 171 B) found by contacting the school office. Information can be found at: <http://www.dhcs.ca.gov/services/chdp/Pages/SchoolEntry.aspx>.

Emergency Information

Each student must have an Emergency Medical Information and Permission to Treat information on file at the school. Students will not be allowed to attend school unless their medical information has been submitted. Parents are responsible to keep the school informed of any changes. A profile update must be submitted each school year. In the event of an emergency situation involving the entire school, students will be transported to our designated Temporary Relocation Site according to our Emergency Disaster Plan and parents will be notified. Employees are trained on the Emergency Disaster Plan annually.

Proof of Vaccination Requirement for Incoming Kindergarten and 7th Grade Students

Under SB277, recently adopted by the state of CA, all students entering TEA for the first time and those entering Kindergarten and 7th Grade are required to provide proof of all required vaccinations. Information can be found at: <http://www.shotsforschool.org/k-12/>. If parents would like to discuss their personal situation, they should contact the Head of School.

Food Allergies

Our goals are to provide a safe and respectful environment for all students and to provide support and encouragement as our students develop good decision-making skills and learn the critical lessons of managing their allergies.

The School is committed to providing a safe and inclusive environment for all students. Parents of students who have severe allergies with the potential for developing anaphylaxis must meet with the Crew Leader to develop an Action Plan prior to the start of the School year. Classroom management will be discussed at that time. This plan must be reviewed prior to the start of each School year.

Each Crew and Division will evaluate food allergies yearly, and develop plans that are inclusive of the needs of each community member's safety. When menu planning for fieldwork, all allergens and dietary restrictions will be taken into account so that all participants can attend the trip safely. Please make sure all forms on Blackbaud are kept up to date of changing dietary restrictions/allergies so that we can adequately prepare for each trip. Specific information will be released to Divisions and Crews each fall. Thank you for your support of this policy.

Medication

Students requiring medications and bringing medications on campus will need to adhere to the following standards. To begin the process, the forms below are to be completed at the start of each school year and with newly prescribed medication brought on campus. **EACH** prescribed medication must have a current prescription label, including the child's name, medication name, doctor's name, and the directions clearly marked on the container and will require separate documentation. All medications are to be administered by TEA staff where needed and self-medicated by students where appropriate and agreed upon below. For long-term medications, the request must be updated at the beginning of each school year and any time there is a change in the time given or the dosage prescribed. For non-prescription medication (i.e. cough syrup, cough drops, Benadryl, Tylenol, etc.) use the Over-the-Counter Medications Form.

Forms

The following forms will facilitate the documentation and provide that guidelines are met.

Links to each of these forms can be found under the “links” section on ParentSquare.

Allergy Medications

2 forms will need to be processed. Please print and complete with MD signature where indicated. (MD/PA/FNP SIGNATURE REQUIRED)

[Self Carry Contract - EPI-PEN for Allergies.pdf](#)

[Allergy & Anaphylaxis Orders.pdf](#)

Asthma Medications (2 forms to be filled out)

2 forms will need to be processed. Please print and complete with MD signature where indicated. (MD/PA/FNP SIGNATURE REQUIRED)

[Self Carry Contracts -INHALER for Asthma.pdf](#)

[Asthmas Care Plan.pdf](#)

Prescription Medications (Medications other than Epi-Pens and Inhalers)

[Parent Request and Physician Order for Medication Form](#)

(MD/PA/FNP SIGNATURE REQUIRED)

Over-the-Counter Medications (Non-prescription)

The following form will facilitate TEA personnel administering non-prescription medications during fieldwork and on campus.

[Over-the-Counter \(Non-Prescription\) Medication Form](#)

Medical Emergencies and Emergency Contact Information

Each student must have an Emergency Medical Information and Permission to Treat Form on file at the school. These forms will be completed with the Back to School paperwork. Parents are responsible for keeping the School informed of any changes. A new form must be submitted each school year. In the event of an emergency situation involving the entire school, students will be transported to our designated Temporary Relocation Site according to our Emergency Disaster Plan and parents will be notified. The Emergency Disaster Plan is posted on the office wall. Parents/guardians that wish to discuss the Emergency Disaster Plan may contact our facilities manager for a meeting and to review the Emergency Disaster Plan. All necessary forms for each student are included with the Back to School forms and must be filled out, signed by the parent/s and returned digitally before the start of each school year.

Wellness & Nutrition

Parents are asked to provide a snack and lunch for their children. These items are to be sent with the student each day. Each student is also required to have a water bottle every day to facilitate proper hydration. If your child has a severe food allergy, it should be noted on their Emergency Medical Information form and their Crew Leader should be

alerted as well. If bringing snacks or treats, parents should communicate with Crew Leaders. Treats such as fruit, yogurt, or non-candy are encouraged. Students are very active each day and thus require sustenance to sustain those activities. In the lower school, students are encouraged to eat before playing and are checked in on to support adequate consumption for health.

Minimizing Food Waste

We aspire to be an environmentally friendly school and to teach our students about sustainable living practices that minimize our waste, impact, and footprint. As much as possible, please try to reduce the number of single-use items or disposable products, which include plastic bags, plastic juice and water bottles, juice box drinks, plastic straws, aluminum foil, paper napkins, and plastic silverware. In place of single-use items, students can use compostable items, cloth napkins, glass mason jars, metal water bottles, Tupperware, etc.

Technology

Laptops

Students in 9th-12th grade are expected to bring a laptop to school. Students in middle school will be provided with a laptop to be used only during the school day. Students in 6th-12th should have access to a device at home. Electronic devices at school are expected to be used for academic purposes only. Students who may need to be provided with a laptop can speak with our front office for a loaner laptop. Students who are not able to utilize laptops according to school policies may lose the ability to use laptops on campus.

Cell Phones

Lower School

Students in Pre-K through 5th grade are not permitted to have cell phones and smart watches on campus. Parents of students who require accommodations in this area may speak with the Dean of Students.

Middle School

Our Middle School is cell phone free. Students in 6-8th grade are not permitted to bring cell phones or smart watches to campus. Parents of students who require accommodations in this area may speak with the Dean of Students. Families needing to contact students during the day should reach out to our main office via email or phone at attendance@tea-mail.org or (530)546-5253 ext 3

High School

Students in 9th-12th are permitted to bring cell phones to school. **Cell phones must remain in backpacks for the entirety of the school day unless given express permission by a teacher to do otherwise.** All students will sign a technology agreement on the first day of school. Misuse of cell phones will be tracked on blackbaud. Students who fail to abide by this policy as outlined in the cell phone policy contract will no longer be permitted to bring cell phones to campus. High school students may bring cellphones off campus for lunch. TEA reserves the right to alter this policy at any time during the school year. Cell phone policies for fieldwork will be established in advance of each fieldwork trip.

See Technology Agreement in Appendix E

Electronic Communications and Acceptable Use

Students must remember that the principal purpose of any exchange of information within this community is for educational purposes and that any communication made to or from the School or members of the School, with or without School-controlled equipment, must be made in line with the Code of Conduct. All students must comply with this Acceptable Use Policy and any applicable policies and procedures as long as they are enrolled at the School, as set forth in this Handbook and as further described below regardless of student location, time or device being used. The School may monitor the activity and contents (including email) of computers on campus and/or connected to the School's network, to ensure student safety and that the guidelines are being followed. The School expects students and parents to adhere to the following guidelines. Students may:

- Use technology for schoolwork or class projects and assignments, at the teacher's discretion.
- Access the Internet with teacher permission to enrich learning related to School work.
- Use technology in ways directed by the teacher.

Students may not:

- Post personal contact information about themselves or other people.
- Access or try to access network resources not intended for them.
- Share their passwords with anyone.
- Alter electronic communications to hide their identity or impersonate another person.
- Communicate with or make plans to meet in person anyone the student has contacted online.
- Use inappropriate language or images in email, web pages, videos, or social networking sites.
- Be disrespectful by talking or posting derogatory material (images, videos, etc.) via email, social networking sites, live chat, web page, or any other method.

- Engage in cyberbullying, harassment or sexting, in violation of the school's bullying prevention and intervention plan and related policies as stated in this handbook.
- Access inappropriate information on the internet such as (but not restricted to) sites that bypass filtering, promote hate or violence, gaming, or sites with sexually explicit or graphic, pornographic, or obscene material.
- Plagiarize printed or electronic information; students must follow all copyright, trademark, patent and other laws governing intellectual property.
- Install or download software onto school computers from the internet, home, or by any other means; they may not remove network cables, keyboards or any other components unless expressly permitted by the school.
- Remove any school-owned computer equipment from the school without express permission from the administration.
- Store personal files on the network, except in their own network user account. Any information that a student leaves on a school-owned device may be deleted at any time, with or without notice;
- Disclose confidential or proprietary information related to the school, make public remarks that defame or disparage the school, its employees, its students or its interests, or that recklessly disregard or distort the truth of the matters commented on.
- Access, change, delete, read, or copy any file, program, or account that belongs to someone else without permission.
- Intentionally vandalize, steal, or cause harm to any school-owned equipment.
- Deliberately disrupt or attempt to disrupt the software or hardware of the school network.
- Be "friends" with, or otherwise directly connected to, any school employee on any social networking site that is not used primarily for educational purposes. If a student is contacted by a school employee via non-school channels for non-educational purposes, the student should immediately notify his or her crew leader.
- Students should understand that:
- The use of inappropriate language, harassment, and disrespectful comments in an email, texting or a chat room, or on a website or social networking site from either inside and outside the School, and whether during the school day, after hours, or during vacation time, as long as a student is enrolled at the School, may result in disciplinary action.
- There is no guarantee of privacy associated with their use of the School's technology resources. Students should not expect that email, voicemail or other information created or maintained on the School's network or School-issued devices (even those marked "personal" or "confidential") will be private, confidential or secure. The School has the right to access and monitor both student-owned and School owned computers and communication devices connected to the School's network. By accessing the School's system, each

student has consented to the School's right to view and/or monitor the School's network and all of its associated accounts.

- They will be held accountable for unattended accounts, and for use of their computer or communication device, if such equipment is left unattended and/or used by another individual.
- They are expected to read and understand the Acceptable Use Agreement. Students should understand that they are responsible for following these rules. If a student does not follow these rules, and if use of technology on or off-campus negatively impacts the educational experience of a student enrolled at the School, the student may lose computer privileges and may face disciplinary action.

Parents should understand that:

- It is the responsibility of all parents to read this policy and discuss it with the student.
- Teachers and administrators will strive to help students understand this policy at a level that is appropriate to their age and maturity.
- If a student willfully damages the hardware or software of any school-owned technology, the parent will be responsible for paying for the repair or replacement of that technology.

The School reserves the right to:

- Access, view, monitor and track any information or communication stored on or transmitted over the School's network, on or over equipment that has been used to access the School's network, or School issued devices, and under certain circumstances, it may be required by law to allow third parties to do so. In addition, others may inadvertently view messages or data as a result of routine systems maintenance, monitoring or unintended delivery.
- Restrict the material accessed and not permit computers to be used for commercial purposes or for accessing inappropriate sites.
- Rescind student privileges to use technology at school or for school-related activities.

Transportation

The Tahoe Expedition Academy curriculum includes a large amount of work in the field, which necessitates student transportation. Your child/ren will be riding school buses, TEA SUVs and at times staff or volunteer vehicles to field studies, sports events, after school clubs, etc. Please review the Transportation Rules and Regulations with each child to help make the riding experience pleasant and safe for everyone.

Safety

Our Transportation Department is governed by the California Highway Patrol, which has the most regulated school bus program in the country. Our school bus drivers undergo extensive training, which requires yearly reinforcement behind the wheel, in service and classroom instruction by a certified instructor. Drivers are held to strict credential requirements regarding their health, driving records and First Aid skills.

At times, it may be necessary to enlist the help of parent drivers to transport students. All volunteers must provide the Transportation Department with current proof of insurance, driver's license (a copy will be made) and any other pertinent information, i.e. health issues, etc. Parents can complete necessary paperwork via ParentSquare.

Parking

With our students' safety in mind, and because of fire laws and safety procedures, please park only in designated parking spaces and not along the driveways of the School. Please refrain from parking in the bus-loading zone. For safety, and in consideration of the School's neighbors, please drive slowly on School grounds, at the bus stop loading zones and in the surrounding neighborhood and refrain from using cellphones while driving on campus. Campus speed limit is 15 mph and must be adhered to.

School Pick Up and Drop Off by Parents

Students should be dropped off and picked up within 15 minutes of the start and end of the school day. Middle and High School students may receive after-school support. The expectations for student conduct during these sessions are the same as they are in regular classes, including technology policies. Students are to use the allotted time to complete homework or seek teacher assistance on organization or content/project questions. If expectations are not met, students may be asked to leave. If students are habitually off-task, distracting others, and/or breaking school code of conduct disciplinary actions may occur.

Teachers and staff have many school-related commitments immediately preceding and following the school day and are not available to supervise children. If a student is frequently dropped off or picked up outside the designated time, TEA Administration will become involved to help resolve the issue and offer support if needed. When arriving at school, children should be on time and completely prepared to exit the vehicle.

Parent Drivers

TEA routinely needs and asks for parent volunteers to transport students for fieldwork or after school clubs. In order to protect the health and safety of our students, TEA requires anyone using their personal automobile for the transportation of students to and from sanctioned activities, must receive prior approval. Before such approval may be granted,

drivers must submit certain required information annually and agree to abide by certain rules regarding the operation of the vehicle as provided below.

Requirements

- Must be at least 21 years of age.
- Requires the following documents (links available on ParentSquare under “links”):
 - Personal Vehicle Authorization Form (completed and signed by driver)
 - Photocopy of driver’s license
 - Copy of current vehicle registration
 - Proof of liability insurance. **
 - DMV driving record printout NOTE: There is a nominal fee charged by the DMV that the volunteer must pay for print out, see form for details.
 - Submit a completed Parent Driver Volunteer Checklist to the school at the start of each driving event.

**Please be advised, that pursuant to Insurance Code Section 11580.9(d), in the case of an accident, your insurance will provide the primary coverage for any resulting bodily injury or property damage. Tahoe Expedition Academy automobile liability coverage will apply, if at all, only after your insurance coverage is exhausted through the payment of covered claims. TEA does not cover, nor is TEA responsible for, comprehensive, uninsured motorists, or collision coverage for your vehicle. Should your vehicle registration or insurance coverage expire during the school year, updated photocopies showing their renewal are required before you will again be eligible to transport Students.

Approval Process

The Transportation Department will review the application and driving history. Once a driver is approved, they are allowed to transport students to and from TEA sanctioned events until the beginning of the next school year, as long as documentation stays current and the driver does not receive a violation, or series of violations, that lead to suspension or revocation of their driving privileges. Approved volunteer drivers will be given a copy of the Parent Driver Volunteer Checklist Form to complete for each TEA sanctioned event. A volunteer driver should immediately forward updated required information.

Student Drivers

See the Code of Conduct section “Driving Privileges / Off Campus Privileges

To and From School Bus Service

Tahoe Expedition Academy offers bus transportation to school for students. Routes are currently planned for the Reno/Truckee and Kings Beach/Incline Village. It is our goal to deliver this service during the course of the school year. The reality is that current

economic, regulatory requirements, and scarcity of bus drivers have made it increasingly difficult. TEA does not guarantee bus service due to these circumstances. We will continue to strive to deliver exceptional and substantial bus services. If you are interested in utilizing this service, complete the proper back to school paperwork.

Bus Pricing

In an effort to support our families and to provide environmental and financial stewardship, all bus fees are incorporated into the price of tuition and service remains a high priority but cannot be guaranteed.

Bus Rules and Regulations - Students & Parents

Tahoe Expedition Academy has adopted the following policies.

1. Students who own phones are permitted to use them during transportation to and from school, unless they pose a risk to emotional or physical safety as determined by the bus driver. Students are restricted to appropriate use as described in the technology policy. Students who fail to comply with these expectations will lose their privileges for a certain length of time determined by the Director.
2. Students are to only ride those buses to which they are assigned and normally take to and from school unless written permission has been provided by the parent / guardian.
3. Students are to be at their bus stop no more than five (5) minutes before the scheduled pickup time.
4. Students are to wait inside their parents'/guardian's vehicle until the bus arrives at the bus stop.
5. Pushing, shoving, fighting, standing in the street, damaging property or other dangerous conduct will not be tolerated.
6. Students are to form a single line and remain at a safe distance from the edge of the roadway to permit normal traffic flow and for buses to approach safely.
7. Students are to approach the bus only when the bus doors are open.
8. Students are to board and exit buses in an orderly manner without pushing or crowding.
9. Students are to sit in seats and areas assigned by the bus driver.
10. Students will remain seated facing forward in their seats at all times. Legs, feet, or other objects are not to obstruct the aisle.
11. Students are to have seat belts properly buckled and adjusted at all times.
12. Students are to remain seated while the bus is in motion.
13. Students will always exit through the front door of the bus and never through the emergency doors or windows, except in an emergency and unless otherwise directed by the driver.
14. All students will cross roadways in front of the bus. Pre-K- 8th grade students will be escorted by the driver.
15. Students will be respectful and courteous to the driver and other staff at all times.
16. Students will identify themselves to the driver when requested to do so.

17. Students will not smoke or light matches on the school bus at any time.
18. Students will not fight, create excessive noise, litter, tamper with equipment, or deface property (cut seats, etc.).
19. Students are not permitted to eat or drink on the bus unless given permission by the bus driver.
20. Students are not to possess lighting devices, alcoholic beverages, drugs, glass containers, live animals/insects, explosive devices, or weapons, pressurized containers (hair spray, perfume, paint, etc.)
21. Students are to wear shoes at all times. Athletic shoes with metal cleats must be carried.
22. Students will not use abusive language or gestures on or near the bus.
23. Students will never extend any part of their body or any of their possessions out of the window of the school bus.

Bus Conduct Agreement

Students in 6th grade and above are required to sign a bus behavior contract prior to the start of the year in order to help solidify bus conduct expectations and ensure students are firmly aware of the rules for riding the bus.

An incident report is the drivers' management tool for students/passengers who do not follow the rules for riding the bus. Bus Drivers will report any observed student misconduct. Reports of misconduct by students to the bus driver about other students will be investigated. Drivers will make sure that they observe any student misconduct, rather than to take the word of other students when submitting incident reports. Copies of this form are given or sent to the Student, the Parent, the School Directors, and the Transportation Department.

Under normal circumstances, if a citation is warranted, the Director or designee will sign the citation and email the citation or call the parent to notify them that their child has been issued a citation. The parent notification should indicate what the citation is for and if time off the bus is indicated, and the length or duration of the suspension of school bus riding privileges, if warranted. In general, a period of forty-eight (48) hours is allowed for parent notification. 3 citations will be issued before permanent revocation of privileges is enacted.

Authority of the Driver

Students transported in a school bus shall be under the authority of and responsible directly to the driver of the bus. That school bus driver shall be held responsible for the orderly conduct of the students while they are on the bus, being escorted across the street, or at a Tahoe Expedition Academy bus stop.

Denial of Transportation

Continued disorderly conduct or refusal to submit to the authority of the driver shall be sufficient reason for the student to be denied transportation. (5 CCR 14103). Policy established by the Tahoe Expedition Academy Board of Trustees suggests some guidelines to help avoid student misconduct.

Minor Infraction

- Consistently being late at a bus stop.
- Moving about or changing seats while the bus is in motion.
- Sitting backward in the seat.
- Failure to remain seated until the bus comes to a complete/full stop.
- Eating or drinking on the bus.
- Throwing objects in and out of the bus.
- Refusing to follow the directions of the driver.

Major Infraction

- Tampering with the driver's seat, emergency door(s) or other equipment on the bus.
- Smoking, lighting matches or lighters, setting off fireworks or stink bombs on the bus.
- Crossing the street behind the bus.

Immediate Suspension

- A physical threat and action toward the driver or passengers.
- Destroying the driver's, student's, or school's property.
- Bringing knives, clubs, guns or other weapons on board the bus or using objects such as umbrellas, canes, or crutches as a weapon.
- Throwing objects at the bus or other vehicles.
- 13 CCR 1217(I) The Tahoe Expedition Academy driver shall not eject any student unless the student is given into the custody of a parent or any person designated by the parent or school.

Visitors

No student may invite a visitor without the permission of the school administrators. All visitors must check-in with School Office personnel and sign the Sign In/Sign Out log at the front desk.

Dogs on Campus

Family pets with the exception of service animals are not allowed on-campus when students are present nor at off-campus events or activities.

Athletics and Activities

[Click here for the complete Athletics and Activities Handbook.](#)

Athletics and Activities enhance the overall educational experience and build well-rounded students and leaders. Integrity, fairness and respect are the principles of good sportsmanship. With them, the spirit of competition thrives, fueled by honest rivalry, courteous relations, and graceful acceptance of the results.

Athletics and Activities are an extension of education. Just as adventure builds character through challenge, grit and determination, so do athletic and activity pursuits. Learning doesn't end when the bell rings. Depending on the season, students ready their mountain bikes, skate-skis, or golf clubs to enjoy healthy, fun and engaging sports.

Sportsmanship

Sportsmanship goals include:

- Developing a sense of dignity under all circumstances.
- Respecting the rules of the game, the officials who administer the rules, and their decisions.
- Respecting opponents as fellow students and acknowledging them for striving to do their best while you seek to do your best at the same time.
- Looking at athletic participation as a potentially beneficial learning experience, whether you win or lose.
- Educating other students and fans to understand the rules of the game, and the value of sportsmanship.
- Accepting the personal responsibility that comes with your actions on the court/field.
-
- The School also encourages parents to act in a sportsmanlike manner and hopes parents will:
 - Realize that athletics and activities are part of the educational experience, and the benefits of involvement goes beyond the final score of a game.
 - Encourage students to perform their best, just as we would urge them on with their classwork, knowing that others will always turn in better or lesser performances.
 - Participate in positive cheers and encourage our athletes, and discourage any cheer that would redirect that focus.
 - Learn, understand and respect the rules of the game, the officials who administer them and their decisions.
 - Respect the task our coaches face as teachers, and support them as they strive to educate our youth.
 - Respect our opponents, and acknowledge them for striving to do their best.
 - Remember that we would all like to be victorious in every situation we face in life, but just like in athletic competition, sometimes we fall short.

Clothing & Equipment

Participants are expected to dress adequately and appropriately for each training session and competition. Weather in the Sierra is extreme, failing to dress and prepare accordingly is a safety issue first and foremost. Students who do not come prepared may be asked to sit out of that particular session, practice or event.

Personal Gear

Personal gear loss/theft during athletic contests or during field work is not covered by school.

Athletics Philosophy

Extending Education

At Tahoe Expedition Academy, athletics is an extension of education. Just as adventure builds character through challenge, grit and determination, so does athletics. Learning doesn't end when the bell rings. Depending on the season, students ready their mountain bikes, skate-skis, or running gear to enjoy healthy, fun and engaging sports.

Character Building

Character is actively taught at TEA through crew adventures, field studies and classroom pedagogy. Similarly, through challenging and fun athletic participation, students build strong character, learn the importance of purposeful work and create habits of success. Sportsmanship and perseverance are key cogs in building character. These traits are crafted, refined and challenged during practices, meets and races.

Goal-setting, time management, dedication and determination create successful students-athletes. Learning and implementing these important habits of success lead to tangible, impactful outcomes, on and off the field of play.

Character is built through determination, trial and error, falling down and getting back up, and working to accomplish individual and shared team goals.

Competition + Fun

NFL Hall of Fame football coach, Vince Lombardi, once proclaimed 'Winning isn't everything, it's the only thing'. The reality is, Vince Lombardi was wrong, this locker room quote couldn't be further from the truth. In fact, he retracted this quote later in life, adding that morals and integrity were far more important. This highlights the importance of balance between fun and competition academics and athletics.

Athletics are intended to be fun, healthy and impactful endeavors. Regardless of the practice, challenge or competition ahead, staying in the moment, enjoying the journey and reminding oneself to have fun ultimately improves outcomes and enjoyment.

At Tahoe Expedition Academy our teacher-coach model and select programming prioritizes having fun and enjoying athletics first. Then student-athletes are coached on; utilizing pre-match nerves as energy, positive self-talk and enjoying the process, and not over-prioritizing the result.

Be a warrior, not a worrier. Nike's 'Just Do It' tagline, is the embodiment of the optimal student-athlete mindset. Don't overthink it, don't over worry it, 'Just Do It'. First time nordic skiers embrace this moniker throughout their first season on skate skis. Similarly, veterans on the nordic race course have learned to take a deep breath, relax and let their training take over.

Learning through athletics, competing against peers, and strengthening interpersonal and team bonds through collaboration and teamwork results in healthy, happy and well-rounded student-athletes.

Teacher-Coaches

Tahoe Expedition Academy teachers are coaches on the field, on the court, and along nordic and mountain bike trails. Extending the student teacher relationship beyond the classroom to athletics builds trust and strengthens CommuniTEA.

In fact, studies show that strong student-teacher bonds create happier, more engaged student-athletes. Through our teacher-coach model, students and teachers come to know and appreciate one another on multiple levels.

Habits of Champions

To become a champion, first, you must act like a champion and thus possess the habits of a champion. For Tahoe Expedition Academy student-athletes, habits of champions are practiced daily. Habits become second nature, these habits include; showing up for practice on time, strong focus, leaving no stone unturned, reflection, and exerting great effort. Just as habits of scholarship create strong scholars in the classroom, habits of a champion shape strong athletes on the field, single track trail and snow.

Lasting Lessons

Lessons, gains and interpersonal bonds last long after the sports season ends. Strong character values, determination and grit learned through athletics at Tahoe Expedition Academy set a strong foundation for the challenges ahead. Ultimately, student-athletes graduate with the skills and habits important to grapple with, problem solve and overcome challenges.

FAMILY INVOLVEMENT

TEA's Association of Parents (TAP)

TEA's Association of Parents is dedicated to supporting and enriching our school, by supporting teachers and staff, building and connecting our CommuniTEA, and serving as a liaison to TEA leadership. TAP can be reached at TAP@TahoeExpeditionAcademy.org. For a more in depth overview of TAP, click [HERE](#) or see TAP Overview under the links section of ParentSquare.

TAP Programs and Volunteer Roles

TAP supports and appreciates staff, crew leaders, and parent volunteers; welcomes in new families; supports school-wide events and needs; strives to build communiTEA; and raises money through Fundraisers, like Pizza Days. TAP programs and volunteer opportunities are announced through ParentSquare.

Membership and General Meetings

All parents/guardians are automatically members of TEA's Association of Parents. TAP meetings are open to all communiTEA members and serve as a forum for understanding school board happenings, TAP volunteers reports, collaborate and receive communiTEA feedback on programs and volunteer roles. Meetings also serve as an opportunity for parent input and a way for communiTEA growth.

Communication and Contacting TAP Volunteers

Information about volunteer opportunities, TAP meetings and programs is communicated through ParentSquare. TAP's Executive Team members and Program Coordinators are listed on ParentSquare's home page under "People". Room Parents are listed within each Crew in the ParentSquare directory.

Volunteer Opportunities

Parent/guardian volunteers enrich the life of our school and provide invaluable help to our programs and daily life. While parents are not required to volunteer at our school, we need and appreciate the time parents spend supporting our school and our students.

Requests for volunteers are made through Parent Square. For additional information about TEA's volunteer opportunities, please contact TEA's Association of Parents (TAP) at TAP@TahoeExpeditionAcademy.org.

Volunteer Opportunities at TEA Include:

- Athletics & After School Clubs
- Board of Trustees
- Photography TEAm
- Room Parents
- Staff Appreciation
- TAP Executive Team
- Special events, including the Gala
- Annual Giving Campaign
- New Family Ambassadors
- Transporting students (see Parent Driver Section)
- Student Events (dances, all school olympics, etc.)

Volunteer Mandated Reporter Training

TEA adheres to California State laws which require school volunteers to complete a general, one-time training course as a required one-time prerequisite to volunteering with students. Volunteering with students includes driving students and working in the classroom. This training must be completed prior to working with any students and the estimated training time is less than 2 hours. Upon completing the course, please retain and submit the course completion document to the School Office who will maintain a list of all volunteers. This can be sent to attendance@tahoeexpeditionacademy.org

Training Link (also available on ParentSquare under “links”):
<https://mandatedreporter.ca.com/training/volunteers>.

School Trips and Chaperones

At TEA, we strongly value parent participation in myriad fieldwork opportunities, through third grade. The added support of parents enables us to provide challenging and invaluable experiences that we would not be able to offer otherwise. The opportunity for parents to participate in fieldwork also benefits parents, as it gives them a chance to experience first-hand what learning at TEA is all about. Parents/guardians are notified of upcoming trips off campus. All School trips are alcohol, drug, and tobacco free. In order for parent participation in fieldwork, and for associated student experiences to remain mutually beneficial, we expect parents to abide by the following expectations:

While on fieldwork, parents are expected to support student learning by fully engaging and encouraging student participation. Parents are thus expected to exhibit appropriate behavior, follow directions, be timely, and remain with the group at all times.

No alcohol or tobacco products are allowed at any time on trips when students are present. The parent role on fieldwork is to provide additional supervision of students.

Any and all discipline issues that arise are to be handled by TEA faculty and staff in accordance with the TEA Student and Parent Handbook. If a chaperone is unsure whether certain conduct is a violation of School rules, chaperones are expected to report it to the Trip Guide and/or Crew Leader.

As a condition of working in any classroom or on fieldwork at TEA, it is important to respect the privacy of the children attending the school and not discuss what might be learned about a child with anyone.

In advance of driving on fieldwork, parents must submit all required paperwork to the transportation department for approval. On the day of the fieldwork, drivers must complete and submit the driver checklist to the crew leader which addresses their responsibility as a driver. In addition, all passengers must be restrained appropriately in accordance with state laws, including car/booster seats for children under 8 years of age.

Chaperones should keep in mind that his/her appearance and conduct as well as that of the other chaperones and students may affect the reputation of the School. Chaperones are expected to comply with School policies and applicable laws, follow the directions given by the Trip Guide and Crew Leader, work cooperatively with other chaperones, and model appropriate behavior for students.

Chaperones will likely be assigned to a specific group of students for which chaperones will be responsible. Chaperones are to remain with their group for the entirety of the trip. Chaperones are responsible for the safety and well-being of the student participants and the quality of their educational and social experience at all times during the trip.

Chaperones are required to have a working, charged cellular telephone with them and the phone is required to be turned on at all times during the trip. Students are required to use the buddy system. No student should be permitted to leave the group and no student should ever be left behind during the trip. Chaperones are required to report any student complaints to the Trip Guide and/or Crew Leader, including complaints of bullying, sexual assault, abuse, harassment or discrimination. If a chaperone believes that the Trip Guide and/or Crew Leader has engaged in misconduct, the chaperone should notify the Head of School.

If a parent were to act out of accordance with any of these policies, they may be excluded from attending future fieldwork or accept other recourse based on specific behaviors and actions.

Parental Commitment and Support for School Policies

At TEA, we believe that a positive relationship between the School and a student's parents/guardians is essential to the fulfillment of the School's mission. We recognize

that effective relationships are characterized by clearly defined responsibilities, a shared commitment to collaboration, open lines of communication, mutual respect, and a common vision of the goals to be achieved.

The School understands and appreciates that parents and guardians may employ different means to meet the expectations and responsibilities expressed in this policy. Nevertheless, TEA, at all times, may dismiss a student whose parent, guardian, family member, or other adult involved with the student, in the sole judgment of the School, fails to comply with this or any other policy or procedure of the School, engages in conduct either on or off the School's property that could undermine the authority of the School's administration, and/or otherwise behaves in a manner that is unbecoming of a member of the School community. The School may refuse re-enrollment of a student if the School, in its sole discretion, believes the actions of a parent or guardian on or off the School's property make a positive, constructive relationship impossible, or otherwise may interfere with the School's accomplishment of its mission and/or educational goals.

To assist in creating the most effective relationship, the School expects that parents will observe the following guidelines:

Share in the School's vision

- Support the mission of the School.
- Understand and support the School's philosophy, policies, and procedures.
- Abide by school rules and policies and support the mission and values of TEA through action such as encouraging inclusion, embracing diversity and supporting a culture of belonging for all.
- Support the School's disciplinary process, and understand that the School's authority in such matters is final.
- Support the School's emphasis on social, economic, and environmental sustainable practices.

Participate in the establishment of a home/School and School/community relationship built on communication, collaboration, and mutual respect.

- Provide a home environment that supports positive attitudes toward the School.
- Treat each member of the community with respect, assume goodwill, and maintain a collaborative approach when conflicts and challenges arise.
- Actively communicate with other members of the school community openly, directly, promptly, and constructively without resorting to gossip or rumor, in person or online, and be mindful of others when posting about our community on social media and be respectful of their wishes for privacy. Seek to resolve problems and secure information through appropriate channels (i.e., teacher/advisor/counselor, administrator, in that order).
- Maintain tact and discretion with regard to confidential information. In cases when students or others are in imminent danger of harm, when there is a compelling

reason for doing so, or when legal requirements demand that confidential information must be revealed, information may be disclosed to the Head of School or other administrators, outside professionals, or law enforcement officers.

- Commit to reading and responding to oral and written communication from the School, including school publications such as weekly communications, the Student/Parent Handbook, and TAP postings.
- Respect the School's responsibility to do what is best for the entire community, while recognizing the needs of an individual student, and assume good intentions regarding the school's policies and decision making.
- Acknowledge the value of the educational experience at the School by making regular and timely School attendance a priority and scheduling non-emergency appointments outside the classroom day.
- Share with the School any religious, cultural, medical, or personal information that the Academy may need to best serve students and the School community.
- Understand and support the School's technology policies.

Fundraising

Tahoe Expedition Academy was built, and continues to be enhanced, by the generosity of our communiTEA (parents, grandparents, staff, volunteers and even students). Each year, our donors support scholarships, teacher salaries, field work, travel expenses and facilities. In an effort to remain accessible, tuition fees are set lower than the actual cost of providing a TEA education. Additionally, in pursuit of our commitment to equity and opportunity, over 33% of our students receive some level of tuition assistance.

Fundraising allows us to live our values as a school and provides a mechanism so parents can join us. TEA's Annual Giving Campaign, with the goal of 100% participation, invites each member of our communiTEA to donate at a level that is meaningful for them, while our annual Gala provides a festive opportunity for our communiTEA to rally together in support of our program. For more information about fundraising at TEA, please contact our Director of Development, Courtenay Wallpe at cwallpe@tea-mail.org.

Current Family Contact Information

Parents are expected to keep the School informed of contact information for emergency situations and of those authorized to pick up their student(s). If a parent is going to be away from home for an extended length of time, please leave a forwarding address and telephone number with the Registrar where the parent can be reached, as well as information regarding who will be responsible for the student and how they may be reached in case of illness or other emergency.

Communication Standards for Parents to Faculty & Staff

Relationships are a cornerstone of our community and while families and faculty often have close relationships, we ask that the below guidelines are respected. Some of these

standards do not necessarily apply to communication with administration or counseling staff.

- During the school week, between 8:00 am- 4:00 pm phone or texting should be avoided unless it is an immediate matter that can not be communicated over email or to the front office.
- Outside of school hours, phone or texting should be avoided unless it is an immediate emergency where communication is needed for the support of the student.
- Understand that emails will be responded to within 24 hours or the following Monday if it is the weekend by our faculty.

Multiple Households

In order for the School to most effectively communicate with parents and support each student, it is important for teachers and administrators to be aware of students who spend time in multiple households. Please be sure to communicate to the School about primary caregivers in the event of an emergency, and whether special co-parenting arrangements exist. If there are court-ordered guidelines regarding visitations, pick up from School, parent involvement in field trips or other issues, please make sure the school is aware. Unless otherwise specified, each parent for whom the School has current contact information will receive a copy of the student's report card as well as other informational mailings and electronic communications during the year.

Lost and Found

Please be sure to mark all of your students' clothes with the student's name in indelible ink or with sewn-on labels. All personal belongings left on campus or in a school vehicle will be put into a lost and found box. Anything left unclaimed past a two-week period will be donated to charity or used at the staff's discretion. There is a lost and found box at each end of campus. Student's found items may be in either box.

COMMUNICATIONS

We want to provide you with pertinent and interesting information about our Crews, school events, updates and news. In addition to this Handbook, we use three primary methods to do so:

Blackbaud

Access your Blackbaud account at tahoeexpeditionacademy.myschoolapp.com. This platform is where student information is held, attendance is kept and grades are recorded. Our middle and high school parents and students can access class-specific information including syllabi, agendas, assignments, etc. Lastly, Blackbaud is home to all

enrollment and school permission forms. It is recommended that you bookmark this page and save your login information as you will be directed there often throughout the course of the school year.

ParentSquare Website

We have an all-school TEA ParentSquare site, which serves as our internal communication for all of our families. Within ParentSquare, each grade-level has their own Crew-specific news feed which provides academic updates, information relevant to your student's field study dates and locations, volunteer opportunities, and photo galleries.

Additionally, there are various ParentSquare groups created specifically for your student's guilds, sports, and other activities. You will either be automatically added to these or asked to opt-in to the interest-based groups for streamlined communication purposes.

External Website & Social Media Platforms

We have one external website: tahoeexpeditionacademy.org, which provides programmatic information, admissions details and key dates, as well as personnel and staff information. We are also active on social media, and keep our primary video library on Vimeo.

Your Communication With Us

Whenever there is something that needs to be communicated that involves a student, the first point of contact should be the Crew Leader or teacher involved. Should you like a meeting with your child's Crew Leader or teacher, then please contact them directly. If you would like an appointment with an administrator, please contact them directly. All faculty and staff contact information can be found in the ParentSquare directory.

ENROLLMENT AND RE-ENROLLMENT

Academic Re-enrollment & Graduation Expectations

We are committed to the success and progress of each child in all grades. Yet, it is important to recognize that our school's resources cannot always best serve each child's academic, social and emotional needs. Therefore, we have set academic criteria for

re-enrollment, promotion and graduation, which give us data to assess each child's progress as a scholar and a citizen.

In order to re-enroll, to be promoted to the next grade level, each student is expected to:

- Demonstrate proficiency at grade level in each of the core subject areas: math, English & Language Arts, social science, and science by year's end.
- Consistently demonstrate character in regard to our values by year's end.
- Participate appropriately in adventures, service learning, and field studies, unless there is a reasonable explanation for absence such as illness or injury.
- Adhere to TEA's policies and procedures.
- Regularly attend all classes or make proactive accommodations and clearly communicate needs and intentions to the respective Crew Leader and, if necessary, to the Administration.
- Earn the Crew Leader's recommendation, if needed.

There are a number of steps the school will take in order to prevent a situation wherein a student may be denied re-enrollment, promotion and/or graduation. These steps include, but are not limited to, positive reinforcement and feedback, clear communication with regard to academic performance, the documentation of events, meeting with parents, the establishment and implementation of a Behavior Modification Plan (BMP), external counseling, or tutoring and appropriate classroom accommodations. In the case where a student cannot meet the stated criterion above in a time frame determined by the school, then the Student Support Team (SST) will evaluate the student's case and in collaboration with the Dean of Students will make the final decision regarding re-enrollment, advancement and/or graduation.

Re-Enrollment Agreements

Re-enrollment agreements are sent to families each winter. Students may not attend classes for the following school year unless a properly executed enrollment agreement is submitted to the School by the due date. Enrollment agreements will be sent to returning students only if all financial obligations are current and the School is generally satisfied with the student's academic performance or behavior. Once an enrollment agreement has been signed and accepted by the School, parents are responsible for the full tuition for the academic year, regardless of the reason for withdrawal. A 10% deposit of tuition will be required to hold a student's spot for their respective grades along with the re-enrollment admissions agreement. Please see our website for current tuition rates.

Tuition Payment Options

Please contact our Accounting Department at accounting@tea-mail.org for more information about Smart Tuition and payment options.

Tuition Refund

TEA does not issue tuition refunds under any circumstances, regardless of whether the student leaves voluntarily or is dismissed prior to the end of the school year.

Non-Payment of Tuition

Tuition balances are to be paid within the provisions of the enrollment agreement for each student. If tuition payments are missed and collections efforts are unsuccessful, the school may remove the student under the terms of the agreement and procure funds through alternative methods and collections agencies. Issues impacting good standing may result in TEA declining re-enrollment for the following school year.

Parent Hires & Tuition Credit

TEA may hire a parent to perform duties or roles for the School. Such employees will be hired following the same process as candidates who are not associated with the School (i.e., based on their expertise, experience and ability to perform), as determined by the Head of School. Tuition payments are independent of any compensation for work performed by parent(s) and/or contractors. Tuition should be paid in a timely manner and will incur late fees accordingly, irrespective of the payment schedule for such services.

Tuition Assistance

Our School community is committed to helping families effectively meet the cost of the School education to the extent that the School's resources permit. Families who demonstrate that their financial resources are insufficient to pay the full cost of tuition can apply for Tuition Assistance. To apply for assistance or receive additional information about this program, parents can access our website.

DISCLAIMER

The Tahoe Expedition Academy ("TEA" or the "School") Student and Parent Policy Handbook is published and distributed to members of the TEA community for the purpose of providing information on aspects of student and campus life so that students may gain as much as possible from their experience at the School. Students, parents, faculty, administration, and staff should all read and be familiar with the contents of the Handbook, so that each member of the community knows and understands our community expectations. While policies in this Handbook will generally apply, the School reserves the right to take actions that it determines to be in the best interests of the School, its faculty and its students. This Handbook does not limit the authority of the School to alter, interpret and implement its rules, policies and procedures, before, during and after the School year. This Handbook is for informational purposes only. It is not

intended to create, nor does it create, a contract or part of a contract in any way, including, but not limited to, between TEA and any parent, guardian or student affiliated with or attending the School. TEA reserves the right, in its sole discretion, to add, revise and/or delete School policies before, during and after the School year.

APPENDIX

Appendix A: Our TEAM

We are fortunate to have many exceptional Crew Leaders, teachers, administration and parent volunteers who work with the school in full and part-time capacities. These individuals serve as integral members of the school's community and are trained in their fields. In addition to reference checks, we complete a background check using Live Scan (overseen by the Sheriff's Office, the FBI and Department of Justice) for each individual working directly and indirectly with students.

The following information is intended to provide a reference guide for our community in regard to 'who does what' so that we may have effective lines of communication. If you have questions or concerns about your child's education, the first person to contact is your child's teacher. If you have questions or concerns about the protocols, policies and programs, we encourage you to contact the school's administration and the Director of each respective division.

Name	Position/ Responsibilities	Email Address @tea-mail.org
School Wide Programs		
Alex Peugnet	Activities Coordinator	apeugnet
Ally Chase	Interim Director of Admissions/Marketing	achase
Andy Giordano	Upper School Division Head	agiordano
Beth Gamboa	Front Office Manager and Executive Assistant	bgamboa
Chloe Levenson	Dean of Students	clevenson

Courtenay Wallpe	Director of Development and DEIB Coordinator	cwallpe
David Maher	Head of School	dmaher
Emily Reid	Independent Adventure Coordinator	ereid
Eric Martin	Athletics, Activities and Summer Program Manager	emartin
Grace Hubrig	Upper School Fieldwork Coordinator	ghubrig
Jill Short	Events and Fundraising Manager	jshort
Kathleen Ruffle	Service Learning Coordinator	kruffle
Kristen Giordano	Lower School Division Head and School Counselor	kgiordano
Larry Larson	CFO/COO	llarson
Liz McInroy	Lower School Fieldwork Coordinator	lmcinroy

Elementary School (Pre-K to 5th Grade)		
Stephanie Brodi	Pre-K Director / Crew Leader	sbrodi
Yovanna Martinez	Pre-K Aid / Crew Leader	ymartinez
Rosie Striffler	Kindergarten Crew Leader	rstriffler
Veronica Laudenschlager	1st Grade Crew Leader	vlaudenschlager
Colleen Carr	2nd/3rd Grade Crew Leader	ccarr
Maude Meeker	4th Grade Crew Leader	mmeeker
DC Larrabee	5th Grade Crew Leader	dlarrabee
Katie Bloom	Student Support Coordinator, k-5	kbloom

Elementary School (Pre-K to 5th Grade)		
Stephanie Brodi	Pre-K Director / Crew Leader	sbrodi
Yovanna Martinez	Pre-K Aid / Crew Leader	ymartinez
Rosie Striffler	Kindergarten Crew Leader	rstriffler
Veronica Laudenschlager	1st Grade Crew Leader	vlaudenschlager
Sarah Dominick	Art Teacher	sdominick
Chance Utter	Music Teacher	cutter

Middle and High School (6th-12th Grade)		
Kimberly Anderson	HS & MS Humanities, 12th Grade Crew Leader	kanderson
Brook Binley	6th Grade Crew Leader	bbinley
Hunter Cosselman	HS Math & Science, 11th Grade Crew Leader	hcosselman
Shelbie Christiansen	MS & HS Math & Science	schristiansen
Hannah Ellis	MS & HS Humanities, 8th Grade Crew Leader	hellis
Andy Giordano	HS Science, Upper School Division Head	agiordano
Steven Madeck	MS Humanities, 9th Grade Crew Leader	smadeck
Haley Meyer	MS & HS Math, 10th Grade Crew Leader	hmeyer
Ana Remis	MS & HS Spanish and Art, 10th Grade Crew Leader	aremis
Jessa Moreno	HS Humanities, 9th Grade Crew Leader	jmoreno

Liz Sheppard	MS Math & Science, 7th Grade Crew Leader	lsheppard
Leslie Truesdell	HS Math & Science, 8th Grade Crew	ltruesdell
Katy Watts	Academic, College & Career Counselor	kwatts

Student Support TEAm		
Brenda Gants	LS and US Learning Support Specialist	bgants
Chloe Levenson	Dean of Students	clevenson
Emily Reid	Individualized Adventure Plan Coordinator	ereid
Katie Bloom	Student Support Coordinator	kbloom
Katy Watts	Academic, College and Career Counselor	kwatts
Kristen Giordano	Lower School Division Head & School Counselor	kgiordano

Operations		
Brian Collier	Director of Facilities	bcollier
Dennis Griffiths	Bus Driver/Facilities Support	dgriffiths
Larry Larson	CFO/COO	llarson
Miguel Gonzalez	Custodian	mgonzalez
Nic Capule	Bus Driver/School Support	ncapule
Sabrina Brown	Bus Driver/Transportation Manager	sbrown
Solene Mascarelli	HR Generalist	smascarelli

TEA's Association of Parents (TAP)		
Kim Burns	President	tap@tea-mail.org or kim@juptravel.com
Tiffany Howell	Vice President	
Norah Findlay	Secretary	
Heidi Hill Drum	Treasurer	
Katie Graham Parzybok	New Family Ambassador	
Annie Hull	Teacher/Staff Gift Coordinator	
Katie Hoopengardner	Teacher/Staff Lounge Food and Treats	
Marsha Fronterhouse Sohn	Fieldwork Gift Coordinator	
Courtenay Wallpe	Administrative Liaison	

Board of Trustees

Our Board of Trustees has five primary responsibilities: to create and manage our long-term strategic plan; to serve as governance and oversight body; to approve the School's annual budget, raise and contribute funds, ensure the availability of a safe, appropriate facility and to hire and fire the Head of School. Members of the Board serve in a voluntary capacity for two-year terms. Please contact Lisa Toutant if you or someone you know is interested in participating as a Board member.

Aaron Peterson	Board Chair/Treasurer, Voting Member
Mike Madigan	Secretary, Voting Member
Lisa Toutant	Voting Member
Jeff Hull	Voting Member
Mia Poirer	Voting Member
Hayes Parzybok	Voting Member
Tori Long	Emeritus
David Maher	Head of School, ex-officio

Senior Leadership Team

The leadership team meets as needed to discuss, review and create policies, inform each other of happenings and changes in the respective areas, deliver on our learner outcomes and make decisions to ensure the cohesive operational and strategic goals are adhered to and to ultimately serve the advancement of Tahoe Expedition Academy. Feel free to contact any of the individuals listed with any questions, comments or concerns regarding the operations and program.

Ally Chase	Assistant Director of Admissions
Andy Giordano	Upper School Division Director
Chloe Levenson	Dean of Students
Courtenay Wallpe	Director of Development and DEIB Coordinator
David Maher	Head of School
Jessa Brie-Moreno	Director of Curriculum and Retention
Kristen Giordano	Lower School Division Director and School Counselor
Larry Larson	CFO/COO

Program Leadership Team

Andy Giordano	Upper School Division Director
Kristen Giordano	Lower School Division Director and School Counselor
Chloe Levenson	Dean of Students
David Maher	Head of School
Colleen Carr	2nd/3rd Grade Crew Leader
Liz McInroy and Grace Hubrig	Fieldwork Coordinators
Emily Reid	IAP Coordinator
Kathleen Ruffle	Service Learning Coordinator

Appendix B: Transportation

Pick up and Drop Off by Parents

Students are expected to be dropped off and picked up within the window of time that is up to 15 minutes before school and up to 15 minutes after school. Outside of those time

frames, there is no scheduled supervision.

Pre-K-5th Grade

When approaching TEA Base Camp, turn left into 9765 Schaffer Mill Road, keep right at the roundabout, proceed until reaching the drop off zone. Please only use the drop off zone for drop off only. If you need to exit your car or talk to staff or other parents, please park in a parking space. The area should be kept clear for buses. Speed limit on campus is 15 mph.

6-12th Grade

When approaching TEA Base Camp, turn left into 9765 Schaffer Mill Road, keep right at the roundabout and park in the first set of spots on the left or right sides next to Building One. Speed limit on campus is 15 mph.

Location	Grades	Drop Off Window	Start Time	End Time	Pick Up Window
Lower School drop-off, right at roundabout	Pre-K	8:15-8:30	8:30	2:45	2:45-3:00
Lower school drop-off, right at roundabout	K-5	8:10-8:20	8:30	2:45	2:45-3:00
Upper school drop-off, left at roundabout	6-12	8:15-8:30	8:30	3:00	3:00-3:15

Bus Stop Locations

Incline Village / Kings Beach Bus Route

- Incline Village Library: 845 Alder Avenue, Incline Village, NV
- Kings Beach Library: 301 Secline Street, Kings Beach, CA

Reno Bus Route

- 8650 Boomtown Garson Road, Verdi, NV 89439
- Truckee Recreation Center: 10981 Truckee Way, Truckee, CA

Bus Transportation Schedule

Incline Village / Kings Beach Bus Route		
Location	Bus Arrives	Bus departs
Morning Bus		
Incline Library	7:40am	
Kings Beach Library	8:00am	
Campus drop-off	8:15am	
Afternoon Bus		
Campus Load	3:00pm	3:10pm
Kings Beach Boys & Girls Club. Kings Beach Library may be added if need arises)	3:25pm	
Incline Library	3:40pm	

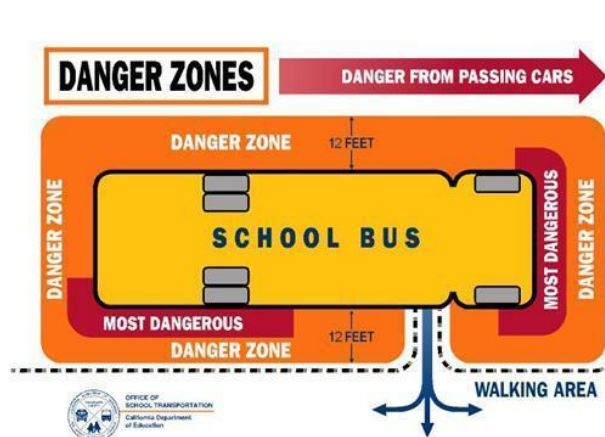
Reno Bus Route		
Location	Bus Arrives	Bus departs
Morning Bus		
Cabela's	7:30am	
Truckee Rec Center	8:05am	
Campus drop-off	8:20am	
Afternoon Bus		
Campus Load	3:00pm	3:10pm
Truckee Rec Center	3:20pm	
Cabela's	3:50pm	

***Bus times may be adjusted in poor weather or road conditions.**

School Bus Danger Zone

School buses are large commercial vehicles and are difficult to see around because of their size; therefore, they create blind spots where children may be present.

Understanding the 12-foot danger zone area around the bus helps keep our children safe. Children should never go under or in front of the bus. Children should store items inside a backpack where they are less likely to be dropped under the bus. If any child needs to cross the roadway in which the bus is traveling upon, the driver shall escort the student across the roadway. Always slow your vehicle when you are around a school bus and stop when the red lights are flashing. Flashing amber lights on the school bus is a warning to slow down and stop for the subsequent red light flashing signal system on the school bus.



Safe Loading and Unloading Procedures

Procedures for all students to follow as they board and exit the appropriate school bus at schools, school bus stops, and/or field studies destinations.

- Students shall follow the instructions of the school bus driver, who is in charge at all times.
- Students shall board and exit the school bus only at designated bus stops.
- Students shall not approach the school bus to board it, or leave their seats to exit it, until the bus comes to a complete stop and the front entrance door has been opened.
- Students shall board and exit the school bus in an orderly manner.
- Students who require escort pursuant to section 22112 of the Vehicle Code shall:
- Wait for the bus driver to exit the bus first.
- After exiting the bus, cross the roadway only when the bus driver tells them it is safe to do so.
- Walk straight across the roadway between the bus driver and the front of the bus.
- After crossing, stay clear of the roadway.
- Students who do not require escort pursuant to section 22112 of the Vehicle Code shall:
- In an orderly manner, immediately leave the vicinity of the school bus.
- Stay clear of the roadways.

Who Requires Escort Across Roadways

Determining if students require escort pursuant to paragraph (1) (2), and (3) of subdivision (d) of section 22112 of the Vehicle Code.

- All students must be accounted for, by checking the student name on roster (route sheet), or by maintaining accurate counts.
- On route instructions, the school shall identify school bus stops where students may be required to be escorted pursuant to Section 22112 of the Vehicle Code. At bus stops, the school bus driver shall determine which students require escort.

- School bus drivers shall ask students at every school bus stop where students are unloading from the school bus, "Does anybody need to cross the street at this school bus stop?"
- School bus drivers shall escort all students who must cross the highway or private road upon which the school bus is stopped. The driver shall use a hand held stop sign while escorting all students.
- School Bus drivers shall ensure all students who must cross the highway or private road upon which the school bus is stopped to walk in front of the bus as they cross.
- School bus drivers shall ensure that all students who need to cross the highway or private road upon which the school bus is stopped have crossed safely, and that all other students and pedestrians are a safe distance from the school bus before setting the school bus in motion.
- All students transported by the Tahoe Expedition Academy needing to cross the street on which the bus is stopped, shall be provided escort service at those locations where traffic is not controlled by a traffic officer or an official traffic control signal.
- Additionally, drivers shall ask students at each stop if they must cross the street on which the bus is stopped to reach their destination. If so, the students crossing the street will be escorted. Each student being escorted across the street is required to cross under authority of the driver after unloading from the bus and crossing in front of the bus.
- The school bus crossing light system (amber lights, red lights, and crossing arm, if equipped) shall be activated, as required, when the bus is stopped for the purpose of loading and unloading students if the school bus is parked on a highway or private road, unless under the direction of a traffic officer.
- The lights DO NOT allow students to cross the roadway or highway unless the driver has positioned himself or herself upon the roadway, ensured traffic has stopped and that the roadway is safe for students to cross, and the driver has verbally instructed students that it is safe to cross the roadway.
- Many special education students must be met by a responsible adult. If no one is available to meet the student, the bus driver completes the route and returns to the stop, takes the student back to school, or if necessary will take the student to the Police Department (if applicable).
- Third through twelfth grade students do not have to be met at their bus stops.
- However, if a student is hesitant or reluctant to get off the bus at his or her stop, the student will not be forced to get off. The student will then be returned to school and every attempt will be made to notify parents.
- Buses are not allowed to stop at any place other than a designated school bus stop. Parents should not flag down or drive in front of a bus in order to stop it.
- When necessary to cross the street, the school bus driver must escort the student and always cross in front of the bus. Wait for the driver's instructions.
- Respect the rights and property of others while at the bus stop and on the bus. Students defacing property at the bus stop or on the bus will be required to pay for damages and may lose bus-riding privileges.

Walking to and From School Bus Stops

It is the responsibility of parents/guardians to ensure their students arrive safely at the assigned bus stop and are ready to load the bus five minutes prior to the scheduled pick-up time of the route. It is recommended that parents/guardians make arrangements to receive students when they are returned to their bus stop at the end of the day.

- Parents/guardians and students are encouraged to develop a plan to ensure their student/s depart to school safely in the morning and arrive home safely at the end of the day.
- Go directly to and from the bus stop.
- Plan the safest route with the fewest streets to cross.
- If possible, cross streets at corners, using crosswalks if available. Look in all directions before crossing, and when safe, walk across the street. Always obey traffic signals.
- Do not run out in the street from between parked cars or shrubbery.
- Walk to and from school bus stops out of the roadway facing traffic.
- Never accept a ride from a stranger.
- Leave home early enough so you do not have to run to catch your bus.

The safe loading and unloading of students is our main concern. Therefore, students should be cautious with the walking route chosen to get to the school bus stop. Students should stay on sidewalks and walking paths while approaching and leaving school bus stops. Students shall wear safe clothing that is visible in hours of darkness.

Appendix C: Anti-Discrimination Policy and Statement of Diversity, Equity, Inclusivity, and Belonging

Tahoe Expedition Academy celebrates diversity and values the integrity of each member of our CommuniTEA. Individual differences of religion, culture, socioeconomic status, national origin, race, ethnicity, sex, gender identity, gender expression, sexual orientation, physical appearance, and ability are acknowledged and respected. It is our belief that every member of our community should behave in a welcoming, open, and respectful manner.

A diverse student body is an essential component to learning and growing in an independent school. Students are most able to understand, appreciate, and respect differences in a setting that supports and celebrates these differences. TEA seeks a diverse community both in its hiring practices and in its student recruitment, with the aim of providing a school community that represents the diverse and multicultural world around us.

Respect for Cultural Diversity

We believe that the intellectual, emotional, social, and psychological development of our students happens most effectively in a community that embraces and values diversity, whether based on cultural and ethnic background, nationality, socioeconomic status, gender, sexual orientation, gender identity/expression, religion or creed, ability/disability, learning style, age or generation.

Speech and Respect for Community Members

The School seeks cultural competency for all community members and expects all community members to respect others, especially around race, gender, sexuality, ethnicity, religious affiliation, ability, and other aspects of people's identity. We combat prejudice in all forms, including in speech. We recognize that words have the power to negatively impact others and we prohibit speech that discriminates, attacks, disparages, demeans, intimidates, promotes hate or violence, or deliberately mischaracterizes an individual or group based on their identity. Offensive speech can take many forms, including, but not limited to, negatively biased categorical statements, stereotypes, and epithets.

Non-discrimination Policy as to Students

Tahoe Expedition Academy welcomes families and admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, gender, sex, marital status, disability, and age in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Harassment

The School prohibits bullying, microaggressions or harassment by students, employees, or third parties when the conduct is sufficiently serious to deny or limit a student's ability to participate in or benefit from the School's educational programs and activities; submission to or rejection of such conduct is made, either explicitly or implicitly, a term or condition of admission or employment or the basis for an admission or employment decision; or such conduct has the purpose or effect of unreasonably interfering with performance or creating an intimidating, hostile, humiliating, or offensive learning or work environment.

Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, social media posting or commenting, or conduct that is physically threatening, harmful, or humiliating. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove that discrimination or harassment has occurred, particularly if the conduct is physical. Indeed, a single or isolated incident of verbal expression may constitute harassment.

Discrimination and harassment may occur between students, between students and employees, between employees, between students and third parties, and between employees and third parties.

Complaints and Investigation Process

The responsibility to investigate complaints (and/or designate other individuals to conduct investigations) under this policy has been assigned to the Head of School.

Students or employees who experience or witness conduct in violation of this policy should immediately report it either orally or in writing to the Head of School or any member of the School's Administration. Employees who experience, witness, or otherwise become aware of conduct or allegations of conduct in violation of this policy are required to immediately report it to the Head of School or Human Resources Director.

All reports may be made anonymously through Sandy Hook Promise. Say Something. All community members will be trained in the use of this during the fall. Reports will be sent to the Sandy Hook Promise 24/7 center and information will be passed to the Head of School, Dean of Students, and School Counselor in an anonymous fashion to be addressed within the community.

Complaints may be reported orally or in writing in person by mail, by telephone, or by email. If a student wishes to report an incident anonymously, they have the option to do

so. Upon receipt of a complaint, the Head of School or Dean of Students will promptly conduct an investigation in such a way as to maintain confidentiality to the extent practical under the circumstances. Any student or employee who is found to have harassed another student or employee will be subject to disciplinary action (up to and including expulsion and/or termination of employment). The School will also take appropriate corrective action to address harassment by third parties.

Prohibition Against Retaliation

Unlawful retaliation or reprisal by any student or employee against parties, witnesses, or any other participants in the reporting and investigation process is strictly prohibited. Individuals who believe they have been retaliated against in connection with reporting a complaint or otherwise participating in the process should immediately report such conduct to the Head of School.

Any student or employee who is found to have retaliated against a student or employee in violation of this policy will be subject to disciplinary action (up to and including expulsion and/or termination of employment).

Step 1: Reporting Complaints

Complaints may be reported in person, by mail, by telephone, by e-mail, or anonymously by Sandy Hook Say Anything, or by any other means that results in the Head of School receiving the person's verbal or written report.

The complaint, whether reported orally or in writing, shall contain information that describes the conduct that has allegedly occurred and caused the violation of the School's policy and prohibitions against sex-based discrimination and/or sexual harassment and identifies the complainant, respondent(s), and any witnesses to the alleged conduct.

Complaints may be reported by employees or students (or on their behalf) as detailed above. While the School encourages the reporting individual to reveal his or her name to facilitate investigation, complaints reported anonymously will be investigated to the fullest extent possible under the circumstances.

Step 2: Investigation

If the complaint falls within the scope of these procedures, the Head of School will initiate an investigation. The Head of School may conduct the investigation or designate other school employees or an external investigator (the "Investigator") to assist with an investigation, as necessary, in his or her sole discretion. This investigator will be cleared with the complainant ahead of time. The Head of School will advise the parties of the

name of the Investigator assigned to the complaint. To the extent practicable, the Investigation shall include interviews with all the parties identified in the complaint as well as other witnesses, students, or employees whom the Investigator determines may provide information relevant to addressing the complaint. Both the complainant and respondent(s) will have an opportunity to identify witnesses to be interviewed and provide documentation or other relevant evidence for review by the Investigator. The Investigator may take any additional actions as necessary to complete the investigation.

The Investigator will maintain documentation of all proceedings related to the investigation, which may include, but is not limited to, notes or transcripts from witness interviews, evidence provided by witnesses or involved parties, audio recordings, or written findings of fact.

The Investigator will provide the parties with an interim written investigative report that fairly summarizes the evidence, in electronic format or hard copy, and permit the parties at least ten (10) days to respond. The Investigator will then finalize the report and provide it to the Head of School or the Head of School's designee (the "Decision-maker").

Step 3: Closure of Complaint

After receiving the written investigative report and before reaching a determination regarding responsibility, the Decision-maker will afford each party the opportunity to submit written, relevant questions that the party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up from each party.

The Decision-maker will issue a written determination (based on the preponderance of the evidence) regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant. The Decision-maker's determination will be sent simultaneously to the complainant and respondent, and in the case of minor students to their parents/guardians. The written determination shall also advise the parties of their right to appeal an adverse decision to the Head of School (or his or her designee).

The School will strive to complete investigations, including issuance of the Decision-maker's written determination, in as timely and efficient a manner as possible within sixty (60) days of receipt of a complaint. However, this timeframe may be extended based on factors such as, but not limited to, schedule and availability of witnesses, holidays or semester breaks including summer break, and complexity of the complaint. If an investigation cannot be completed within sixty (60) days of receipt of the complaint, then the Investigator will notify the complainant and respondent of that fact

and provide a timeframe for completing the complaint and investigation process. Both parties will be given periodic updates throughout the investigation process.

Confidentiality

Confidentiality will be maintained to the greatest extent practicable during the complaint and investigation process. Any information gathered during the investigation will only be shared with those who the Head of School determines have a need-to-know, except in limited circumstances, including but not limited to, when the School is required by law to report the information, in order to further an investigation and/or stop a discriminatory practice, or when such disclosure is necessary to protect the health, safety, or well-being of members of the School community.

Interim Measures During Complaint Process

The School will provide equal access to its educational programs and activities and protect the complainant as appropriate, including taking interim measures before the final outcome of an investigation, once it has notice of a complaint. The School will notify the complainant of their options to avoid contact with the respondent and/or change his or her academic and extracurricular activities, living, transportation, dining, and working situation as appropriate. Other interim measures will be based on the complaint and may be based on a variety of considerations, such as: any specific need expressed by the complainant; the ages of the individuals involved; the severity or pervasiveness of the allegations; any continuing effects on the complainant; whether the complainant and the respondent share class, transportation, or extra-curricular activities; and whether any other measures have been taken to protect the complainant.

The School will ensure that the complainant and respondent are aware of their rights and any other supportive measures that may be applicable, such as academic support, counseling, and health and mental health services.

Response Expectations for Faculty and Staff

Harassment often goes unreported due to fear of the reaction of the people and authority figures who are there to help. Faculty and Staff who are presented with a complaint are expected to believe the complainant until their accusation is proven otherwise. They are also expected to listen to the entire story without prejudgment or biases, take every accusation seriously no matter the size, and conduct a respectful interview process. They should be very cautious as to not be dismissive of the complainants feelings, make sure the complainant has the proper mental health resources and safe spaces, and be aware of the stress and challenge involved in coming forward.

Response Expectations for Students and Bystanders

Responding to complaints and intervening in situations where there is discrimination should not be limited to faculty and staff. Students and bystanders who witness microaggressions or bullying are expected to do whatever is necessary to respond to the situation and support those involved. The goal of the School is to have training and support so members of the student body are able to respond effectively. At the least, students and bystanders should report instances of bullying, discrimination, and micro-aggression to a faculty or staff member who can follow up.

Relationship of These Procedures and Timelines to Law Enforcement Activities

Though the School has jurisdiction over all complaints, nothing in these procedures should in any way be deemed to discourage the complainant from reporting acts subject to these procedures, including acts of discrimination or harassment, to local law enforcement.

In the event that an allegation includes behavior or actions that are under review by law enforcement authorities, the school will consider whether continuing its own investigation will interfere with a criminal investigation. The School may defer its investigation to avoid compromising the criminal process, but once it is clear that any such concerns have passed or can be mitigated, the School will promptly resume its investigation.

In the event the School elects to delay temporarily the fact-finding portion of an investigation while local law enforcement officials are investigating, the School may impose interim measures to protect the complainant during that time. The School will also continue to update the parties on the status of the investigation and inform the parties when the School resumes its investigation.

Right to Additional Complaint Procedures

The School's Grievance Procedures are designed to prevent and address discrimination, harassment, and violence promptly and appropriately. These grievance procedures are not intended to be the exclusive remedy for such violations. School community members, complainants, respondents, and their parents/guardians are entitled to pursue additional avenues of recourse, which may include reporting or filing charges with appropriate legal, state, and federal agencies, initiating civil action, or reporting perceived criminal conduct to the appropriate authorities, including but not limited to:

Retaliation

Unlawful retaliation or reprisal by any student or employee against parties, witnesses, or any other participants in the School's reporting and investigation process is strictly prohibited. Individuals who believe they have been retaliated against in connection with reporting a complaint or otherwise participating in the Title IX process should immediately report such conduct to the Head of School.

Disciplinary Action

The Head of School (or their designee) will administer or initiate disciplinary action against anyone found to have engaged in discriminatory or harassing conduct or retaliation in violation of the School's policies. Such persons may be subject to disciplinary action. First offenses will result in mandated counseling and additional consequences. Second offenses may result in suspension, and further issues will result in consequences up to and including dismissal for students and termination of employment for employees.

The School recognizes that false accusations, especially of discrimination and/or harassment may have serious effects on innocent persons. Any individual found to have made false accusations of discrimination and/or harassment may also be subject to appropriate disciplinary action.

Appendix D Technology Agreement

Tahoe Expedition Academy Technology Agreement Policy Contract 2024-2025

Please read the below agreement carefully, in addition to the technology terms around phones, computers and AI in the student handbook. I understand that my actions around technology should be guided by this agreement and TEA character traits.

1. **Cell Phones:** I understand that at TEA, the below is the cell phone policy for various grades and that this policy can change at any time.
 - a. 6th-8th Grade: Cell phones are not permitted on campus for Middle School Students
 - b. 9th-12th Grades: Cell phones must remain in backpacks for the entirety of the day, including during passing periods. High School students may take cell phones with them off campus for lunch. If remaining on campus for lunch, cell phones must remain in backpacks.
 - c. I understand that failure to abide by this policy will result in my phone being confiscated for the day and each instance of misuse will be tracked.

A pattern of misuse of cell phones (i.e. 3 times within a semester or other methods of misuse) will result in not being permitted to bring my cell phone to school for an extended period of time.

- d. Smart watches are not permitted to be used for texting or calling. They may not be connected to cell or wifi service
- e. I understand that this policy can change at any time throughout the year and I will be notified of any changes.

2. Headphones:

- a. Headphones must remain in backpacks for the duration of the day unless given specific permission from a teacher to use.
- b. Headphones must be off of ears and in backpack during passing periods

3. Laptops:

- a. During the school day, laptops, whether school provided or personal, are for school use only.
- b. I understand that I am responsible for school issued laptops and damage or loss of laptops is my responsibility. Should this occur, the cost to replace a device is \$350.

4. Artificial Intelligence:

- a. The AI policy is listed in the student/parent handbook and I have read it and understand this policy
- b. AI can be a tool used to support my learning but does not replace my independent thought or work.
- c. I understand that I must properly cite all resources used in my academic work, including AI

I have read and understand this technology agreement as outlined here and in the student handbook. I understand that should I not be able to abide by this policy, further consequences will ensue and will result in loss of use of certain technologies at school.

Appendix E

From the **STATE OF CALIFORNIA DEPARTMENT OF JUSTICE**

OFFICE OF THE ATTORNEY GENERAL

GUNS AND CHILDREN--FIREARM OWNER RESPONSIBILITIES

Summary of Safe Storage Laws Regarding Children

You may be guilty of a misdemeanor or a felony if you keep a loaded firearm within any premises that are under your custody or control and a child under 18 years of age obtains and uses it, resulting in injury or death, or carries it to a public place, unless you stored the firearm in a locked container or locked the firearm with a locking device to temporarily keep

it from functioning.

You Cannot Be Too Careful with Children and Guns

There is no such thing as being too careful with children and guns. Never assume that simply because a toddler may lack finger strength, they can't pull the trigger. A child's thumb has twice the strength of the other fingers. When a toddler's thumb "pushes" against a trigger, invariably the barrel of the gun is pointing directly at the child's face. NEVER leave a firearm lying around the house.

Child safety precautions still apply even if you have no children or if your children have grown to adulthood and left home. A nephew, niece, neighbor's child or a grandchild may come to visit. Practice gun safety at all times.

To prevent injury or death caused by improper storage of guns in a home where children are likely to be present, you should store all guns unloaded, lock them with a firearms safety device and store them in a locked container. Ammunition should be stored in a location separate from the gun.

Talking to Children About Guns

Children are naturally curious about things they don't know about or think are "forbidden." When a child asks questions or begins to act out "gunplay," you may want to address his or her curiosity by answering the questions as honestly and openly as possible. This will remove the mystery and reduce the natural curiosity. Also, it is important to remember to talk to children in a manner they can relate to and understand. This is very important, especially when teaching children about the difference between "real" and "make-believe." Let children know that, even though they may look the same, real guns are very different than toy guns. A real gun will hurt or kill someone who is shot.

Instill a Mind Set of Safety and Responsibility

The American Academy of Pediatrics reports that adolescence is a highly vulnerable stage in life for teenagers struggling to develop traits of identity, independence and autonomy. Children, of course, are both naturally curious and innocently unaware of many dangers around them. Thus, adolescents as well as children may not be sufficiently safeguarded by cautionary words, however frequent. Contrary actions can completely undermine good advice. A "Do as I say and not as I do" approach to gun safety is both irresponsible and dangerous.

Remember that actions speak louder than words. Children learn most by observing the adults around them. By practicing safe conduct you will also be teaching safe conduct.

Safety and Storage Devices

If you decide to keep a firearm in your home you must consider the issue of how to store the firearm in a safe and secure manner. California recognizes the importance of safe storage by requiring that all firearms sold in California be accompanied by a DOJ-approved firearms safety device or proof that the purchaser owns a gun safe that meets regulatory standards established by the Department. The current list of DOJ-approved firearms safety devices and the gun safe standards can be viewed by visiting <http://oag.ca.gov/firearms/fsdcertlist>.

There are a variety of safety and storage devices currently available to the public in a wide range of prices. Some devices are locking mechanisms designed to keep the firearm from being loaded or fired, but don't prevent the firearm from being handled or stolen. There are also locking storage containers that hold the firearm out of sight. For maximum safety you should use both a firearm safety device and a locking storage container to store your unloaded firearm.

Two of the most common locking mechanisms are trigger locks and cable locks. Trigger locks are typically two-piece devices that fit around the trigger and trigger guard to prevent access to the trigger. One side has a post that fits into a hole in the other side. They are locked by a key or combination locking mechanism. Cable locks typically work by looping a strong steel cable through the action of the firearm to block the firearm's operation and prevent accidental firing. However, neither trigger locks nor cable locks are designed to prevent access to the firearm.

Smaller lock boxes and larger gun safes are two of the most common types of locking storage containers. One advantage of lock boxes and gun safes is that they are designed to completely prevent unintended handling and removal of a firearm. Lock boxes are generally constructed of sturdy, high-grade metal opened by either a key or combination lock. Gun safes are quite heavy, usually weighing at least 50 pounds. While gun safes are typically the most expensive firearm storage devices, they are generally more reliable and secure.

Remember: Safety and storage devices are only as secure as the precautions you take to protect the key or combination to the lock.

RULES FOR KIDS

Adults should be aware that a child could discover a gun when a parent or another adult is not present. This could happen in the child's own home; the home of a neighbor, friend or relative; or in a public place such as a school or park. If this should happen, a child should know the following rules and be taught to practice them.

1. **Stop**

The first rule for a child to follow if he/she finds or sees a gun is to stop what he/she is doing.

2. **Don't Touch!**

The second rule is for a child not to touch a gun he/she finds or sees. A child may think the best thing to do if he/she finds a gun is to pick it up and take it to an adult. A child needs to know he/she should NEVER touch a gun he/she may find or see.

3. **Leave the Area**

The third rule is to immediately leave the area. This would include never taking a gun away from another child or trying to stop someone from using a gun.

4. **Tell an Adult**

The last rule is for a child to tell an adult about the gun he/she has seen. This includes times when other kids are playing with or shooting a gun. Please note that, while there is no better advice at this time for children or adolescents who encounter a gun by happenstance, the California Chapter of the American College of Emergency Physicians reports that such warnings alone may be insufficient accident prevention measures with children and adolescents.

METHODS OF CHILDPROOFING YOUR FIREARM

As a responsible handgun owner, you must recognize the need and be aware of the methods of childproofing your handgun, whether or not you have children.

Whenever children could be around, whether your own, or a friend's, relative's or neighbor's, additional safety steps should be taken when storing firearms and ammunition in your home.

- Always store your firearm unloaded.
- Use a firearms safety device AND store the firearm in a locked container.
- Store the ammunition separately in a locked container.

Always storing your firearm securely is the best method of childproofing your firearm; however, your choice of a storage place can add another element of safety. Carefully

choose the storage place in your home especially if children may be around.

- Do not store your firearm where it is visible.
- Do not store your firearm in a bedside table, under your mattress or pillow, or on a closet shelf.
- Do not store your firearm among your valuables (such as jewelry or cameras) unless it is locked in a secure container.
- Consider storing firearms not possessed for self-defense in a safe and secure manner away from the home.