



2022-2023 Strategic Planning Research  
**Task Force Team Reports & Ideas to Consider**  
Reference Information for Board of Trustees

The following Task Force Team Reports were prepared during the 2022-2023 academic year as background information for the Board of Trustees and Administrative Leadership to inform development of the District’s strategic plan for 2023-2026. These reports are for background information for reference by Administrative Leadership to support implementation and next steps following any Board-adopted goals and initiatives as part of the strategic planning process. For the most recent information regarding any approved plans or recent updates, please visit the District website at [www.ttusd.org](http://www.ttusd.org).

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*For more information on the strategic planning process and any Board adopted resolutions, please see the website at [www.ttusd.org](http://www.ttusd.org) or contact the District Office.*



2022-2023 Strategic Planning Research  
**Task Force Team Reports & Ideas to Consider**

**TEAM #1**  
**Academic Program**

## **Pathways 2026 Strategic Planning**

### Task Force Team Report #1 Academic Program

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Prepared by 2022-2023 Task Force Team Members:

- Alexandra Valdivia Espinoza – Student, Sierra High School
- Amanda Helm – Parent, Alder Creek Middle School & Glenshire Elementary School
- Cindy Agudelo Arnold – Parent, Kings Beach Elementary School
- Cris Hennessey – Trustee, TTUSD
- Erin LeFevers – Teacher, North Tahoe High School
- Jenni DeWald Larson – Principal, Kings Beach Elementary School
- Rachael Kuttel – Principal, Glenshire Elementary
- Susie Overall – Parent, Alder Creek Middle School
- Yvette Herrera – Teacher, Truckee High School

## Section I. Introduction & Overview

To make TTUSD best it can be over the next three years, our team explored / researched:

- Opportunities to **reduce student-to-teacher ratios** during core targeted instruction
- Strong **Response-to-Intervention (RTI) programs and expansion**, while also supporting **enrichment**
- **Vertical Teams** (including Professional Development, once or twice per year) for Elementary, Middle, and High School content focused teachers to meet and align curriculum

in order to:

- Support students who are struggling and may have gaps and allow for more time and hyper focus on student success and closing the equity gap.
- Provide additional supports (RTI) for students to receive the needed help, including getting students at or above grade level, as well as extension opportunities.
- Support teachers through dedicated Vertical Teams Professional Development (PD) with time to align curriculum, identify gaps, and create departmental goals/strategies.

Based on our work and community input collected during the 2022-2023 school year, we have developed potential initiatives and ideas to consider as shown in Section II on the following pages. We believe these ideas, if implemented, would serve our students well and strengthen TTUSD over the next three years.

Through vertical teams professional development time, teachers will be able to better identify gaps, and create goals and strategies across the district to decrease equity gaps and increase academic growth.

## Section II. Potential Initiatives & Ideas to Consider

Based on community, leadership, and governance input and our Task Force team discussions, we are pleased to share the following ideas for three-year initiatives to consider to inform future strategic initiatives for TTUSD students and our school district community.

### Potential Objectives to Achieve / Academic Program:

- support students who are struggling and close the equity gap.
- create more opportunities for students to both critically think, problem solve, and receive the needed help – remedial to extension opportunities.
- create Vertical Teams PD time to align curriculum, identify gaps, and create departmental goals/strategies (future/relevant) Expose and educate teachers to ongoing and rapidly changing opportunities for our students, as well as provide said teachers with supports to weave that new found information into curriculum in an innovative, purposeful and strategic way. Focus on forward thinking relevance.

Potential Initiatives	Examples of Ideas to Consider	For More Information (see also)
<b>1a. Explore opportunities to reduce student-to- teacher ratios during targeted core instruction</b>	Potential for aides to help in the classroom to lower student-teacher ratio during skill-focused, core instruction to support students academically below grade level.	<ul style="list-style-type: none"> <li>● <a href="#">Impacts of School and Class Size on Student Outcomes</a> <i>Hanover Research, Jan 2015</i></li> <li>● <a href="#">How important is class size?   Parenting</a></li> <li>● <a href="#">Review of K-3 Achievement Initiatives: Achievement Gap Reduction Strategies.</a> <i>Hanover, June 2016</i></li> <li>● <a href="#">Research Brief: Recent Research on Class Size Impact</a> annotated bibliography on class size. <i>Hanover, Jan 2014</i></li> <li>● <a href="#">Hattie- effect size and class numbers</a></li> <li>● <a href="#">Hattie and feedback</a></li> </ul>

<p><b>1b. Expand strong RTI program for ELA and Math (while also supporting enrichment)</b></p>	<p>Tier 1 support for Math, continued Tier 1 support for ELA, and to expand acceleration opportunities.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Best Practices in Tier II intervention at secondary level</a> <i>Hanover Research, July 2022</i></li> <li>• <a href="#">Best Practices in Writing Remediation</a></li> <li>• <a href="#">Math online intervention tools &amp; screeners review</a></li> <li>• <a href="#">Center on PBIS.org Tier 1</a></li> <li>• <a href="#">Tiered Instruction in Response to Intervention Model</a></li> <li>• Also: identify future references regarding acceleration</li> </ul>
<p><b>1c. Build vertical teams – PD (once or twice per year)- Elem, Middle, and HS content focus teachers meet and can align curriculum</b></p>	<p>Create Vertical Teams PD time to align curriculum, identify gaps &amp; create departmental goals/ strategies (future/relevant)</p> <p><i>Within schools and with feeder schools—around bridge grades 5&amp;6 and 8&amp;9</i></p>	<p><u>AI resources met at CSBA:</u></p> <ul style="list-style-type: none"> <li>– Barb Nemko <a href="mailto:bnemko@napacoe.org">bnemko@napacoe.org</a></li> <li>– Hall Davidson <a href="mailto:h davidson@discovered.com">h davidson@discovered.com</a></li> </ul> <p><a href="#">Vertical Teaming for Critical Thinking</a></p>

### Section III. Other Ideas to Explore

In addition to the key ideas presented in our table above, the following ideas and topics were of potential interest to us, and if / when resources and time enable, these might be considered for future development or action as part of ongoing operations:

#### **Predominant Strategies**

- Scope and Sequence work
- Identify Predominant Strategies
- Identify effective common assessment tools that support targeted instruction
- Curriculum development
- Effective reporting tool that communicates student learning

### Section IV. Potential Challenges to Address / Context

Should TTUSD decide to move forward with one or more of the potential initiatives outlined in this report, we anticipate that there might be the following challenges to address and / or external context to consider:

- Effective math screener and math diagnostic assessments for all levels
- Math RTI curriculum
- Identifying predominant strategies for math (science of math)
- Potential hiring issues for aides/paraprofessionals/teachers
- Aeries—can it hold all that we want
- Alignment of curriculum, instruction, assessment, and grade reporting

## Section V. Potential First / Next Steps & Conclusion

In conclusion, our team would like to share the following closing thoughts regarding the importance of this area and potential first / next steps to build upon ideas shared here.

**To move forward, we suggest TTUSD might consider the following first / next actions:**

- Pilot new math adoption & build teacher capacity in what it means to be a math teacher
- Finish science adoption
- Think-tank/planning group (district group) for alignment of curriculum, instruction, assessment and grade reporting

Through how LETRS training was done, we have a structure for how to effectively implement curricular, instructional, and assessment frameworks. We want to also highlight the importance of administrators being trained along with educators and paraprofessionals. We need to put on the radar that parents need to be educated and supported about the framework changes as well. Well thought out communication to the parents on a plan should be communicated ahead of time.

There are many initiatives the entire task force has embarked on over the last several months, and all are important. However it is unlikely and unreasonable that all of these can get implemented in 3 years. Would recommend that we narrow down scope to just 1 key area that we can start to implement by next year and not 3 years from now, starting with the academic programs that would bring the most benefits to the children of the district.

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2022-2023 Strategic Planning Research  
**Task Force Team Reports & Ideas to Consider**

**TEAM #2**  
**Entry Points & Transitions**

## Pathways 2026 Strategic Planning

### Task Force Team Report #2 Entry & Transitions

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*Appendix: List of Attachments for Reference*

Prepared by 2022-2023 Task Force Team Members:

- Brian Bates – Parent, North Tahoe Middle School
- Carina Toledo – Parent, Donner Trail Elementary School
- Cindy Maciel – STEPP / Early Learning Programs, Sierra High School
- Ella Costello-Muzyczka – Student, North Tahoe High School
- Erica Stukey Allstadt – Teacher, Donner Trail Elementary School
- Hien Larson – Principal, Alder Creek Middle School
- Joanna Beerman – Parent, Tahoe Lake Elementary School
- Kate Teller – Teacher, North Tahoe High School
- Kerstin Kramer – Assistant Superintendent of Educational Services, TTUSD
- Kristina Van Winkle – Teacher, North Tahoe High School
- Terry Cavanagh – Parent, Truckee High School



## Section I. Introduction & Overview

To make TTUSD best it can be over the next three years,  
our team explored / researched / brainstormed:

- How to build capacity in our students:
  - What tools are available to allow students the opportunity to recognize, develop, practice and reflect on the hard skills (teachable skills) and essential skills (soft/relational skills) in order to support lifelong learning from birth through adulthood?
  - What learning opportunities are available for students to build a stronger foundation and stamina for adaptable change?
- Where are we having success with parent education (inside and outside our district) to better support students through entry and transition?

**in order to:**

- grow students' essential skills to support lifelong learning
- determine what curriculum exists to support development of resilience, a growth mindset, openness to change, appreciation for multiple perspectives, compassion, empathy, etc.
- develop parent skills to enhance student learning/support inside and outside the classroom

Based on our work and community input collected during the 2022-2023 school year, we have developed potential initiatives and ideas to consider as shown in Section II on the following pages.

We believe these ideas, if implemented, would serve our students well and enhance / strengthen TTUSD over the next three years because they go beyond the built-in grade transition “checkpoints” that exist to cohesively support the socio-emotional transitions that present throughout the student’s journey (PK through 12) and career preparedness to ensure that students will be prepared for resilience throughout their lives and will have learned a “growth-mindset” that allows them to flourish in any vocation/field they choose.



## Section II. Potential Initiatives & Ideas to Consider

Based on community, leadership, and governance input and our Task Force team discussions, we are pleased to share the following ideas for three-year initiatives to consider to inform future strategic initiatives for TTUSD students and our school district community.

### Potential Objectives to Achieve / Entry Points & Transitions:

- grow students’ essential skills that transcend vocation to support lifelong learning birth through adulthood.
- determine what curriculum exists to support development of resilience, critical thinking, curiosity, openness to change, appreciation for multiple perspectives, compassion, empathy, etc.
- support adults (parents, guardians, and educators) to develop skills to enhance parenting, student development, and learning inside and outside the classroom.

Potential Initiatives	Examples of Ideas to Consider	For More Information (see also)
<p><b>2a. Build the capacity of available tools to allow students the opportunity to develop, recognize, and reflect on the foundational life skills (“hard skills”) that transcend vocation, in order to build human capital.</b></p>	<ul style="list-style-type: none"> <li>● Implement “Career Cruising” &amp; Personal Finance training opportunities for Middle &amp; High School</li> <li>● Resume writing, cover letter writing, interview practice &amp; job coaching “best practices.”</li> <li>● Enable opportunities/training for educators to explore the full</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://calgloaled.org/cgep-activities">http://calgloaled.org/cgep-activities</a></li> <li>● Ideas of curriculum: Interview prep, leadership training, mentorship &amp; coaching, credit card know how, basic accounting (checks &amp; balances), public speaking skills</li> <li>● Support &amp; training in helping students navigate differentiating between public &amp; private personas and presentation to maintain professional presence (ie: Social media “sharing”)</li> </ul>

	<p>capacity of SCOIR and all online CCR and SEL tools.</p> <ul style="list-style-type: none"> <li>● Remain open to tools besides SCOIR that support the above initiatives, with educators at the forefront of decision making and student empowerment.</li> </ul>	
<p><b>2b. Create opportunities for students to develop a “growth mindset” to build a stronger foundation and stamina for adaptable change, resilience, curiosity, social-emotional awareness, and other essential “soft skills.”</b></p> <p>Growth mindset = belief that one can get better at something through dedication of time, effort and energy.</p>	<ul style="list-style-type: none"> <li>● Prioritize funding for Wellness centers in (Preschool-TK to 12) schools ongoing.</li> <li>● Prioritize time and funding for Educators to adopt, integrate and practice existing social emotional curriculum themselves in order to properly implement.</li> <li>● “Second step” ends in Elementary - need for Middle/high School curriculum</li> <li>● “Can Do SEL”- Need to create opportunities (professional development) for teachers to explore, implement &amp; integrate existing programs into curriculum (versus shopping for “new”).</li> </ul>	<p>Simple tips for parents &amp; educators to implement into learning experience to build resilience in their children.(Understanding different types of praise, etc.)</p> <p><a href="https://www.heysigmund.com/positioning-kids-teens-thrive-11-practical-powerful-ways-build-growth-mindset">https://www.heysigmund.com/positioning-kids-teens-thrive-11-practical-powerful-ways-build-growth-mindset</a></p> <p><a href="https://selsocialemotionallearning.org/selena/?cn-reloaded=1">https://selsocialemotionallearning.org/selena/?cn-reloaded=1</a></p> <p><a href="https://brightmorningteam.com/">https://brightmorningteam.com/</a></p> <p>ARC (Adventure Risk Challenge):  <a href="https://adventureriskchallenge.org/">https://adventureriskchallenge.org/</a></p>

	<ul style="list-style-type: none"> <li>● Enhance funding &amp; prioritization of SST &amp; first step support (pre-IEP) at all schools (consistently) to identify where students are not transitioning effectively through grade levels.</li> </ul>	
<p><b>2c. Identify 'best in class' parent education programs (inside and outside our district) to better support students through entry and transition and enhance adult education to maximize efforts.</b></p>	<ul style="list-style-type: none"> <li>● Seek grant funding for adult education opportunities (parenting classes, GED prep).</li> <li>● Partnerships with Sierra College to increase CTE programs (Senior enrollment)</li> <li>● Research potential opportunities for parents within our First 5 Placer and Nevada county partnerships</li> <li>● Research / utilize incentives and other ways to encourage parent attendance at programs (<i>such as: childcare options at parent education nights, community stipends, enabling parents agency of engagement, competency around programs...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● Sierra Community House - Programs for families</li> <li>● <a href="https://www.twinriversusd.org">https://www.twinriversusd.org</a></li> <li>● Nevada County first-five initiative</li> </ul>

<p><b>2d. Enhance early learning and childcare opportunities for families with children ages 0-5</b></p>	<ul style="list-style-type: none"> <li>● Explore additional collaboration opportunities to develop a smooth transition through the early childhood years</li> <li>● Further develop the CA State UTK for all initiatives in TTUSD</li> <li>● STEPP program exists for high financial need families but options are very limited otherwise</li> <li>● Expand childcare opportunities to serve our middle income families.</li> </ul>	<p>Partnerships with KidZCommunity Early Head Start</p> <p>Explore opportunities to expand CSPP programming to full day to meet working parent needs</p> <p>Continue Quality Counts California Mentor program for our Early Learning teachers/staff</p> <p>Continue Articulation of TK,K, PK teachers and program directors</p> <p>First 5 Placer and Nevada County partnerships</p> <p>Family Room programming TTUSD and Sierra Community House 0-3 drop in playgroups supporting parent with developmentally play based opportunities for our littlest learners</p> <p>Explore Dept of Education facility grants for early learning and TK expansion</p>
<p><b>2e. Adopt, integrate and practice Global and Cultural Competence to support the above initiatives (a-d).</b></p>	<ul style="list-style-type: none"> <li>● Partner with The California Global Education Project and explore other opportunities for collaboration that provide opportunities for educators to develop, integrate and practice globally competent and globally (culturally) responsive practices in their spheres of influence.</li> <li>● Partner with NGO's (Generation Global, Empatico) to provide students the opportunity to collaborate, share and learn from students around the</li> </ul>	<p><a href="http://calgloaled.org/lbprograms">http://calgloaled.org/lbprograms</a>  <a href="https://generation.global/">https://generation.global/</a>  <a href="https://empatico.org/">https://empatico.org/</a></p> <p><a href="https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf">https://scenicregional.org/wp-content/uploads/2017/08/Mirrors-Windows-and-Sliding-Glass-Doors.pdf</a></p> <p><u>Being a Globally Competent Teacher</u> (Tichnor-Wagner, 2019)</p> <p><a href="https://www.youtube.com/watch?v=AAu58SNSyc">https://www.youtube.com/watch?v=AAu58SNSyc</a></p>

	<p>world. This supports the development and practice of the hard and soft skills noted above.</p> <ul style="list-style-type: none"> <li>● Build communities of care that are globally and culturally responsive in order to connect communities, build bridges and support dynamic groups of stakeholders whose voices are valued and honored.</li> </ul>	
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### Section III. Other Ideas to Explore

In addition to the key ideas presented in our table above, the following ideas and topics were of potential interest to us, and if / when resources and time enable, these might be considered for future development or action as part of ongoing operations:

<ul style="list-style-type: none"> <li>● Creating equitable access to quality early learning and care for our community (ages 0-5) and after-school care, which is vital to supporting children, families and the workforce.</li> <li>● Shine an “IEP” light on every student at TTUSD to help them understand “how they learn” and help tap each student’s ‘WHY’ of learning for intrinsic motivation (Look at data from EL ILP pilot program and consider expansion).</li> </ul>
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#### **Section IV. Potential Challenges to Address / Context**

Should TTUSD decide to move forward with one or more of the potential initiatives outlined in this report, we anticipate that there might be the following challenges to address and / or external context to consider:

- Challenges of involving all relevant stakeholders (leadership, implementation level educators, parents) in decision making about programs
- Difficulty with time/time management among stakeholders to prioritize program evaluations/adoption/integration.
- Challenge of providing training and time for staff to adopt, integrate and practice existing social emotional curriculum themselves
- How to create a systemic shift in partnering with parents as active participants in the role of parenting/supporting their child's developmental and academic learning.

## Section V. Potential First / Next Steps & Conclusion

In conclusion, our team would like to share the following closing thoughts regarding the importance of this area and potential first / next steps to build upon ideas shared here.

**To move forward, we suggest TTUSD might consider the following first / next actions:**

- Initiate a cross-departmental task force to evaluate the efficacy/utilization/applicability of existing programs being used in the district to support the above initiatives (ie: SCOIR, CCR, SEL, Second-step)
- Prioritize funding for Wellness centers & provide educational/training opportunities for educators to explore, adopt, and integrate existing &/or future social emotional tools and career building initiatives (ie: SCOIR, CCR, SEL, Second-step)being used districtwide.
- Prioritize funding of SST & first step support (pre-IEP) at all schools (consistently) to identify where students are not transitioning effectively through grade levels and need additional support.
- Pursue grant funding and leverage collaboration with community partners to build opportunities for parent education & skill-building that creates positive role-modeling for students.
- Initiate further birth - 5 collaboration opportunities to develop a smooth transition through the early childhood years and further develop the CA state UTK for all initiatives in TTUSD through pursuance of grant funding &/or hiring early learning coordinator.
- How do we address early learning and care opportunities for TTUSD workforce?

School works for some, but not for all. How do we identify ways to support skills and integrate them and honor every human being as an asset and active contributor in our schools and community? Nobody wants to stick around if you feel you are no good at something, but anyone can do anything if you practice. This is why instilling a growth mindset helps students to understand and know that they can do anything if they practice. This is what we want not just for one student, but for ALL students. We are all seed planters and every encounter we have with students we have the opportunity to deposit goodness.

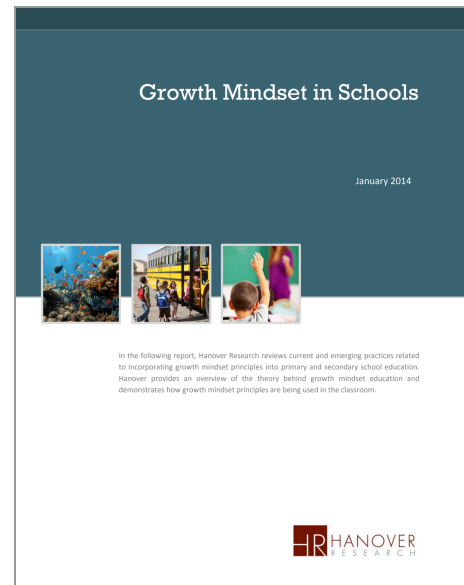
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### ***Appendix: List of Attachments for Reference***

For more information regarding this topic, please see the hyperlinks distributed throughout and / or review the following attachments:

#### **Attachment 1 – Growth Mindset in Schools**

- In the following report, Hanover Research reviews current and emerging practices related to incorporating growth mindset principles into primary and secondary school education. Hanover provides an overview of the theory behind growth mindset education and demonstrates how growth mindset principles are being used in the classroom.
- [Link to Growth Mindset in Schools from Edweek.org](#) (28-page PDF), reminder from team to allow time to practice this mindset.





2022-2023 Strategic Planning Research  
**Task Force Team Reports & Ideas to Consider**

**TEAM #3**  
**Inclusion & Belonging**

## Pathways 2026 Strategic Planning

### Task Force Team Report #3 Inclusion & Belonging

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*Appendix: List of Attachments for Reference*

Prepared by 2022-2023 Task Force Team Members:

- Annamarie Cohen – Executive Director of Student Services, TTUSD
- Christine Ngai Ryan – Parent, Kings Beach Elementary School
- Gretel Vargas – Parent, Glenshire Elementary School
- Jolie Griffin – Student, North Tahoe High School
- Kirsten Pekarek – Board President, Excellence in Education Foundation
- Laurie C. Climenhaga – Parent, Tahoe Lake Elementary School
- Logan Mallonee - Principal, Truckee High School
- Lupita Vazquez Gomez – Executive Assistant to Superintendent, TTUSD
- Maura Bannon – Parent & ELD Coordinator, Sierra Expeditionary Learning School
- Tom Kleffman - Parent, Glenshire Elementary School



**Section I. Introduction & Overview**

To make TTUSD the best it can be over the next three years, our team explored / researched / brainstormed:	in order to:
the possibility of including <b>The Nurtured Heart Approach</b> training in the New Teacher Academy (for new teachers hired to TTUSD).	grow teacher/student connections and build a sense of belonging through The Nurtured Heart Approach, which gives language and skills for the teacher to say, “I see you, and you are valuable” to each student.
the possibility of setting up a <b>Diversity, Equity &amp; Inclusion (DEI) committee</b>	support staff, students, and families through work of a DEI Committee; for example, this committee can be a point person/resource for DEI topics.
ways to support <b>student voice</b> (LGBTQ+, disabilities, backgrounds, etc.) so that students appreciate and encourage each other.	acknowledge that each person has a unique experience and each person’s perspective is their reality.
creating new <b>options and opportunities for students</b> ( <i>e.g. maker space at recess</i> )	honor and encourage diversity in interests and learning style.

Based on our work and community input collected during the 2022-2023 school year, we have developed potential initiatives and ideas to consider, as shown in Section II on the following pages.

We believe these ideas, if implemented, would serve our students well and enhance / strengthen TTUSD over the next three years because the goal to embed an equity and cultural lens throughout the work of TTUSD will lead toward a more inclusive school district. This work will foster mindset changes by facilitating courageous and honest conversation about what TTUSD values in order to guide decisions that are in the best interest of all students, families, and educational partners, particularly those who are historically under-served and/or marginalized.

## Section II. Potential Initiatives & Ideas to Consider

Based on community, leadership, and governance input and our Task Force team discussions, we are pleased to share the following ideas for three-year initiatives to consider to inform future strategic initiatives for TTUSD students and our school district community.

<b>Potential Objectives to Achieve / Inclusion &amp; Belonging:</b>		
<ul style="list-style-type: none"> <li>● grow teacher/student connections and build a sense of belonging; this approach gives language &amp; skills for the teacher to say, “I see you, and you are valuable” to each student.</li> <li>● support staff, students, and families in creating a culture of Diversity, Equity, Inclusion, and acceptance.</li> <li>● acknowledge that each person has a unique experience and each person’s perspective is their reality.</li> <li>● honor and encourage diversity in interests and learning style.</li> </ul>		
<b>Potential Initiatives</b>	<b>Examples of Ideas to Consider</b>	<b>For More Information (see also)</b>
<b>3a. Train (all) staff in The Nurtured Heart Approach training</b>	<p>Start training the new teacher academy as a pilot group to be trained as trainers.</p> <p>The trainers go back to the site level to train all staff.</p> <p>Coach, spiral, and support the training so the approach is consistent</p> <p>Parent training</p>	<ul style="list-style-type: none"> <li>● Greatness Kids Initiative at the secondary level</li> <li>● <a href="http://www.Nurturedheartinstitute.com">www.Nurturedheartinstitute.com</a></li> <li>● Book by Howard Glasser: <u>Transforming the Intense Child Workbook</u></li> </ul>

<p><b>3b. Explore the possibility of setting up a Diversity, Equity, Inclusion (DEI) culture committee</b></p>	<p>Committee will work on prioritizing what initiatives are district-wide and what roll out looks like.</p> <p>Include district staff, community representatives, parents and students.</p> <p>Select team members based on geographic location and representation of the diverse population of TTUSD. The District Equity Team reviews and discusses data, prioritizes action steps, and advises on the development of the district’s equity plan.</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.srvusd.net/School-Safety/Equity/index.html">https://www.srvusd.net/School-Safety/Equity/index.html</a></li> <li>• <a href="https://docs.google.com/document/d/1f2mcl68aJ496Q2tPxPGTGEP4aHrkOYBN0RQneB_fifc/edit">https://docs.google.com/document/d/1f2mcl68aJ496Q2tPxPGTGEP4aHrkOYBN0RQneB_fifc/edit</a></li> <li>• Professional development training provided to staff by SRVUSD through SEEDS (<a href="https://www.seedsarc.org">https://www.seedsarc.org</a>)</li> <li>• <a href="#">K-12 Equity Directors: Configuring the Role for Impact</a></li> </ul> <p>Establish a work group to specifically work on Equity, Diversity, and Inclusion work:</p> <ul style="list-style-type: none"> <li>• <a href="#">Training resources and technical assistance - CDE</a></li> <li>• <a href="#">Equity, Diversity, &amp; Inclusion training resources</a></li> </ul>
<p><b>3c. Research ways to support student voice (LGBTQ+, disabilities, backgrounds, etc.) so that students appreciate and encourage each other.</b></p>	<p>Offer training on restorative practices to staff and student leaders for repairing and rebuilding relationships based on diversity, equity, and inclusion.</p> <p>Comment from a team member: wonder if mentorship partner programs might help to support work in this area?</p> <p><i>For example, might DEI lead also help arrange mentor-match programs?</i></p>	<ul style="list-style-type: none"> <li>• Results Coaching training for teachers <a href="https://resultscoachingglobal.com">https://resultscoachingglobal.com</a></li> <li>• <a href="#">Singletons 4 agreements</a> - The Four Agreements of Courageous Conversation-stay engaged, expect to experience discomfort, speak your truth, and expect and accept a lack of closure- provide a roadmap for negotiating interracial conflict.</li> <li>• Diversity in libraries, so that cultural relevance is present in hallways, etc.</li> <li>• Ensure current instructional materials (literature, authors, problems, projects) reflect diversity and multiple perspectives in courses, units, and expeditions.</li> <li>• Supporting LBBTQ+ Students: Training             <ul style="list-style-type: none"> <li>• <a href="#">American Psychological Association: The Respect Online Course</a></li> <li>• <a href="#">The Trevor Project</a></li> <li>• <a href="#">California Health Education</a></li> </ul> </li> </ul>



<p><b>3d. Create (more) options and opportunities for students (social, academically, and in enrichment) that decrease barriers that may exist across the district for certain student groups</b></p>	<p>Set up clubs during school time so everyone can participate, for example, Maker Space during recess</p> <p>Expand partnerships with other community organizations that offer activities and opportunities that are not offered in schools.</p> <p>Note from team member: might we explore use of un-used facilities in the District and potential partnering with local groups or PUD's</p> <p><i>For example: might we be able to use dedicated spaces that are used infrequently (such as Rideout) for Boys and Girls-type efforts? This could be especially beneficial in winters for indoor climbing walls, coding space, Lego building, cooking, etc...</i></p> <p>Expand CTE pathways down through all grade levels</p> <ul style="list-style-type: none"> <li>● TK-5- Explore</li> <li>● 6-8 - Discover</li> <li>● 9-12 - Engage</li> </ul>	<ul style="list-style-type: none"> <li>● Roundhouse camps, classes</li> <li>● Arts and sciences clubs at all levels</li> <li>● KBE after school art club, book club</li> <li>● <a href="#">Project Recharge</a> Envirolution group in Nevada actively seeking Truckee/Tahoe teachers (pay for training and transportation for fieldwork experiences)</li> <li>● Transportation for participation</li> <li>● <a href="https://www.bart.gov/tickets/fieldtrips">https://www.bart.gov/tickets/fieldtrips</a></li> <li>● <a href="#">Project Recharge</a> Provides transportation for Envirolution fieldwork</li> <li>● <a href="https://yoots.org/">https://yoots.org/</a> <ul style="list-style-type: none"> <li>○ Yoots' mission is to eliminate transportation as a barrier to equity for low-income and under-represented youth.</li> </ul> </li> </ul>
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### Section III. Other Ideas to Explore

In addition to the key ideas presented in our table above, the following ideas and topics were of potential interest to us, and if / when resources and time enable, these might be considered for future development or action as part of ongoing operations:

- Continue to explore and expand the student voice through the Wellness Department and partnerships with our community agency partners that support our students mental and behavioral health and wellness. Incorporate this down to the elementary level.
- Creating inclusion in cultural diversity such as: having child care at PTO meetings, having more outreach by community liaisons, ensuring interpreters participation, embracing different cultural rituals for meetings, providing food, etc.

### Section IV. Potential Challenges to Address / Context

Should TTUSD decide to move forward with one or more of the potential initiatives outlined in this report, we anticipate that there might be the following challenges to address and / or external context to consider:

**Potential challenges:**

- We recognize that there are different cultures and it would be a challenge to integrate them.
- Identifying and hiring more qualified translators to help engage with different cultures seems to be an on-going challenge

*NOTE: team member commented on potential to collaborate with CA JC education; might teachers at THS / NTH help identify interested students (qualified through TTUSD Adult Ed) to become certified Translators / CTE program at high schools (similar to other high schools in U.S.)*

- [High School CTE Interpreting One Pager](#)

### Section V. Potential First / Next Steps & Conclusion

In conclusion, our team would like to share the following closing thoughts regarding the importance of this area and potential first / next steps to build upon ideas shared here.

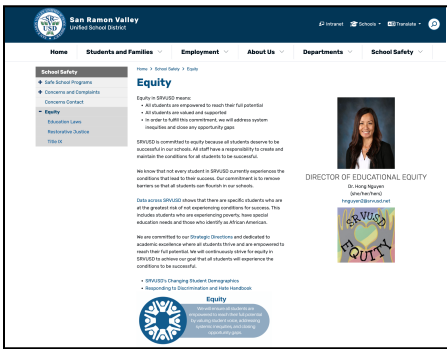
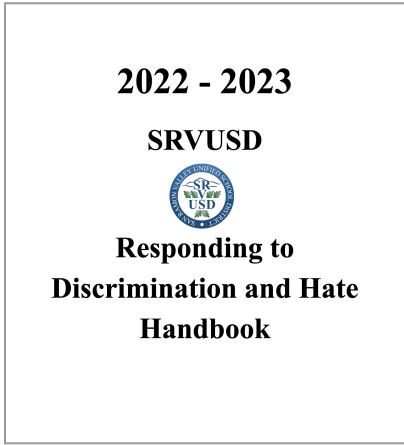
**To move forward, we suggest TTUSD might consider the following first / next actions:**

- Seek approval to form the committee / next step to advance this area of focus would be to prioritize the initiatives / layout the roadmap on execution

# # #

**Appendix: List of Attachments for Reference**

For more information regarding this topic, please see the hyperlinks distributed throughout and / or review the following attachments:

<p>San Ramon Valley Unified School District Mission for Equity</p> <p><a href="https://www.srvusd.net/School-Safety/Equity/index.html">https://www.srvusd.net/School-Safety/Equity/index.html</a></p>	
<p>San Ramon Valley Unified Responding to Discrimination &amp; Hate Handbook</p> <p><a href="https://docs.google.com/document/d/1f2mcl68aJ496Q2tPxPGTGEP4aHrkOYBN0RQneB_ffc/edit">https://docs.google.com/document/d/1f2mcl68aJ496Q2tPxPGTGEP4aHrkOYBN0RQneB_ffc/edit</a></p>	

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7 page PDF





2022-2023 Strategic Planning Research  
**Task Force Team Reports & Ideas to Consider**

**TEAM #4**  
**Safety & Supports**

## Pathways 2026 Strategic Planning

### Task Force Team Report #4 Safety & Supports

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- Section I. Introduction & Overview
- Section II. Potential Initiatives & Ideas to Consider
- Section III. Other Ideas to Explore
- Section IV. Potential Challenges to Address / Context
- Section V. Potential First / Next Steps & Conclusion

Prepared by 2022-2023 Task Force Team Members:

- Chad Lindeen – Principal, North Tahoe Middle School
- David Manahan – Principal, Sierra Expeditionary Learning School
- Janine Shaw – Parent, TTUSD
- Jason Flesock – Teacher, North Tahoe High School
- Megan Evans – Parent, Alder Creek Middle School & Truckee High School
- Michelle Zamora-Torres – Student, Truckee High School
- Stephanie Blume – Librarian, Truckee Elementary School
- Todd Rivera – Assistant Superintendent & Chief Business Officer, TTUSD



**Section I. Introduction & Overview**

<b>To make TTUSD the best it can be over the next three years, our team explored / researched / brainstormed:</b>	<b>in order to:</b>
Confirmation that gender neutral bathrooms are at each location and that the bathrooms are located in an area that is close proximity to the gymnasium for students changing in PE →	support the needs of our diverse equitable school community.
Funding available for elementary wellness centers →	help students learn skills to self regulate independently.
Focus on staff training and funds with goal of staff retention in order to maintain our healthy supported school community →	support a culture of quality, accountability and respect reflecting back to our TTUSD vision statement.

Based on our work and community input collected during the 2022-2023 school year, we have developed potential initiatives and ideas to consider as shown in Section II on the following pages.

## Section II. Potential Initiatives & Ideas to Consider

Based on community, leadership, and governance input and our Task Force team discussions, we are pleased to share the following ideas for three-year initiatives to consider to inform future strategic initiatives for TTUSD students and our school district community.

### Potential Objectives to Achieve / Safety & Supports:

- with an equitable lens, support the needs of our diverse school community.
- better understand most effective scheduling & school day design, including start times
- support a culture of staff excellence, growth, equity, and retention.

*Note from Task Force Team: We would like TTUSD to consider certificated and classified staff salaries / pay compared to cost of living in our community.*

Potential Initiatives	Examples of Ideas to Consider	For More Information (see also)
<p><b>4a. Facilitate programs and staff PD supporting student diversity and equity.</b></p> <p><i>examples include: wellness centers, gender-neutral bathrooms/locker room, general SEL, better understanding of equity/diversity...</i></p>	<ul style="list-style-type: none"> <li>- Gender-neutral bathrooms</li> <li>- Locker rooms</li> <li>- PD on implicit bias</li> <li>- PD on equitable language/teaching strategies</li> <li>- Need to do the hard work of looking at self regarding diversity and equity</li> <li>- Better understanding community-wide on the importance of diversity</li> <li>- Increase SEL across all programs</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CDE equity and achievement</a></li> <li>• <a href="#">NSBA article on equity &amp; achievement</a></li> <li>• <a href="#">CASEL report on SEL &amp; equity</a></li> </ul>



<p><b>4b. Investigate school scheduling to ensure most effective learning environments</b></p>	<ul style="list-style-type: none"> <li>- Study/compare block vs modified block (THS vs NTHS) for achievement, attendance, behavior, etc.</li> <li>- Study possible later start times (Done - transportation issue) or reversing elem and ms/high start times to meet research</li> <li>- Long term look at more buses?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Sleep and start times research (CDC)</a></li> <li>• <a href="#">NEA article on sleep research</a></li> <li>• <a href="#">APA article on sleep research</a></li> <li>• <a href="#">Block vs Traditional scheduling research</a></li> <li>• <a href="#">Dartmouth paper on Block vs Trad scheduling</a></li> <li>• <a href="#">Block vs. Traditional Dept of Ed</a></li> </ul>
<p><b>4c. Ensure ALL staff have compensation, training, and job requirements/conditions that are equitable and foster staff excellence and retention (pay, benefits, class size, contact time)</b></p>	<ul style="list-style-type: none"> <li>- Study job assignments across schools for equity (i.e., Resource Teachers/Librarians at various schools)</li> <li>- Pay for classified staff in this community's cost of living</li> <li>- PD to develop a staff culture of excellence, to develop more progressive pedagogies</li> <li>- Addressing district housing issues to find support</li> <li>- Look at elem schools for demographic alignment, equity of programs and students</li> <li>- Compare staff responsibilities/ pay/benefits/etc with other comparable school districts and towns</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">CDE teacher retention strategies</a></li> <li>• <a href="#">Practical tips for teacher retention</a> <ul style="list-style-type: none"> <li>• <a href="#">Teacher retention</a></li> <li>• <a href="#">2022 TTWHA Employee Needs Calculation Tables</a></li> <li>• <a href="#">TTUSD 2 Page Survey Summary</a></li> <li>• <a href="https://edsources.org/2022/california-school-districts-increase-pay-working-conditions-to-ease-teacher-shortage/666523">https://edsources.org/2022/california-school-districts-increase-pay-working-conditions-to-ease-teacher-shortage/666523</a></li> <li>• <a href="https://www.jstor.org/stable/23018096">https://www.jstor.org/stable/23018096</a></li> </ul> </li> </ul> <p>TTUSD / TTWHA Employee Housing Needs Survey Data (77 page PDF):</p> <ul style="list-style-type: none"> <li>• <a href="https://drive.google.com/file/d/1sMFzCzzPWYGDC4tSSAJpiWtyMRYfH8d/view?usp=sharing">https://drive.google.com/file/d/1sMFzCzzPWYGDC4tSSAJpiWtyMRYfH8d/view?usp=sharing</a></li> </ul>

### Section III. Other Ideas to Explore

In addition to the key ideas presented in our table above, the following ideas and topics were of potential interest to us, and if / when resources and time enable, these might be considered for future development or action as part of ongoing operations:

- Mentioned already, but busing changes to adjust start times to meet research
- Consider TES becoming another Spanish immersion program?
- More classrooms, buildings; space is a big issue especially with increasing student populations

### Section IV. Potential Challenges to Address / Context

Should TTUSD decide to move forward with one or more of the potential initiatives outlined in this report, we anticipate that there might be the following challenges to address and / or external context to consider:

- Creating buy-in / collaboration with labor partners
- Funding and time for additional PD and new buildings
- Potential challenge / external context (optional)

## Section V. Potential First / Next Steps & Conclusion

In conclusion, our team would like to share the following closing thoughts regarding the importance of this area and potential first / next steps to build upon ideas shared here.

**To move forward, we suggest TTUSD might consider the following first / next actions:**

We believe that our approach to safety and support should highlight the importance of equity/diversity and how it advances all students' experiences and learning. To do this, staff need to better understand this and have the skills/strategies to make it work in their programs/classrooms. Progressive pedagogies are vital to the spectrum of learning styles/abilities, and developing a district-wide staff culture of excellence is the most important aspect to all of education. The structural components can be important, but less so than our other two categories.

Teachers, and their support personnel and structures, are the foundation of high quality learning environments. Overall, invest in their excellence and retention first, while also working on other issues that help support that goal.

# # #



2022-2023 Strategic Planning Research  
**Task Force Team Reports & Ideas to Consider**

**TEAM #5**  
**Outreach & Engagement**



## Pathways 2026 Strategic Planning

### Task Force Team Report #5 Outreach & Engagement

#### Table of Contents

- Section I. Introduction & Overview
- Section II. Potential Initiatives & Ideas to Consider
- Section III. Other Ideas to Explore
- Section IV. Potential Challenges to Address / Context
- Section V. Potential First / Next Steps & Conclusion

Prepared by 2022-2023 Task Force Team Members:

- Amber Burke – Coordinator of District Communications / Parent Engagement, TTUSD
- Emma Bragg – Student, Truckee High School
- Greg Wohlman – Principal, Sierra High School
- Heidi Bushway Verkler – Teacher, North Tahoe Middle School
- Laura Brown – Executive Director, Excellence in Education Foundation
- Stephanie Bragg – Parent, Truckee High School
- Tracy Ricker – Parent & Teacher, Sierra Expeditionary Learning School

## Section I. Introduction & Overview

To make TTUSD best it can be over the next 3 years, our team explored / researched / brainstormed:

- **Community connectedness** (between students, staff, and community): building community connectedness by partnering with Sierra College and other community partners to create internships and learning opportunities for students
- **Engagement with ESL/non-English-speaking families all year:** engaging with families to design/create new ways to connect, language support, academic support for newcomers to TTUSD in a formalized program (which would include additional staff and technologies for translation support)
- **Broad Celebrations:** such as State of the District (Union) bi-annual event — cultural dance, food, meetings, reporting out about committee work based on community comment/concerns/wins

in order to:

- expose students to college and career readiness
- ensure that all families feel supported to create the culture of connectedness
- bring connections to TTUSD and our community

Based on our work and community input collected during the 2022-2023 school year, we have developed potential initiatives and ideas to consider as shown in Section II on the following pages. We believe these ideas, if implemented, would serve our students well and enhance / strengthen TTUSD over the next three years because: there is mounting research that shows “building trusting and collaborative relationships with families is key to ensuring students’ academic achievement and social-emotional development.”\* In addition to benefiting students, it also benefits educators, families, schools, districts and communities.



*“Family and community engagement greatly increases the likelihood that [students will learn and thrive](#). Students are more prepared for school, more likely to achieve, and more likely to graduate when they are supported by schools, families, and communities working together in a coordinated manner.” (CDE, Family & Community) – links to CDE.org QSF →*

*\* Everyone Wins! The Evidence for Family-School Partnerships & Implications for Practice by Karen L. Mapp, Anne T. Henderson, Stephany Cuevas, Martha c. Franco, and Suzanna Ewert*

## Section II. Potential Initiatives & Ideas to Consider

Based on community, leadership, and governance input and our Task Force team discussions, we are pleased to share the following ideas for three-year initiatives to consider to inform future strategic initiatives for TTUSD students and our school district community.

<b>Potential Objectives to Achieve / Outreach &amp; Engagement:</b>		
<ul style="list-style-type: none"> <li>● ensure that all families feel supported to create a culture of connectedness</li> <li>● create personal connections within TTUSD and our community through celebration and engagement</li> <li>● expose students to college and career readiness through community resources and relationships</li> </ul>		
<b>Potential Initiatives</b>	<b>Examples of Ideas to Consider</b>	<b>For More Information</b> (see also)
<b>5a. Expand connections with TTUSD community members through routine and ongoing outreach</b>	<ul style="list-style-type: none"> <li>● Expand on Newcomer Welcome program by creating formalized language, academic and social support for all ages entering TTUSD.</li> <li>● Engage ESL/non-English speaking families all year.</li> <li>● Revive Comidas y Platicas, including additional staff &amp; technology for translation support.</li> <li>● Explore effective ways to engage all family groups</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.cde.ca.gov/qs/fc/?scribybrkr=309910ba#:~:text=Family%20and%20community%20engagement%20greatly,together%20in%20a%20coordinated%20manner">https://www.cde.ca.gov/qs/fc/?scribybrkr=309910ba#:~:text=Family%20and%20community%20engagement%20greatly,together%20in%20a%20coordinated%20manner</a></li> <li>● chrome-extension://efaidnbmninnibpcajpcgiclfndmkaj/<a href="https://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf">https://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf</a></li> <li>● <a href="https://www.cde.ca.gov/qs/vi/stakeholders.asp">https://www.cde.ca.gov/qs/vi/stakeholders.asp</a></li> <li>● Everyone Wins! Book by Karne Mapp</li> <li>● <a href="https://www.dualcapacity.org">https://www.dualcapacity.org</a></li> </ul>

<p><b>5b. Host broad and inclusive celebrations</b></p>	<ul style="list-style-type: none"> <li>● Revive State of the District community event</li> <li>● Host multi-cultural events (cultural dance, food, etc.)</li> <li>● Explore existing committee/meeting structures to include a broader group of participants (e.g., look at childcare, time of day, how to encourage dialog...)</li> <li>● Create events on timely topics with a component of community dialog (<i>screening a movie &amp; then having “expert” panel and attendee Q&amp;A...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj</li> <li>● <a href="https://www.nea.org/sites/default/files/2021-01/NEA%20Calendar%20%281%29.pdf">https://www.nea.org/sites/default/files/2021-01/NEA%20Calendar%20%281%29.pdf</a></li> </ul>
<p><b>5c. Expand partnership with community resources for student learning opportunities</b></p>	<ul style="list-style-type: none"> <li>● Expand exposure to various career paths through local business entities, (<i>internships, expanded programming, partner with Sierra College...</i>)</li> <li>● Re-establish partnerships with regional non-profits and explore new partnerships</li> <li>● Remove barriers for community members to be actively engaged in volunteer opportunities (<i>such as grandparents program...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="https://www.pbsreno.org/education/streamworks/">https://www.pbsreno.org/education/streamworks/</a></li> <li>● Talk to Todd Wold</li> </ul>



### Section III. Other Ideas to Explore

In addition to the key ideas presented in our table above, the following ideas and topics were of potential interest to us, and if / when resources and time enable, these might be considered for future development or action as part of ongoing operations:

- Technology options for greater translation/interpretation services both in the classroom and at TTUSD events/meetings
- Work with the newly formed TTUSD FACE Committee

### Section IV. Potential Challenges to Address / Context

Should TTUSD decide to move forward with one or more of the potential initiatives outlined in this report, we anticipate that there might be the following challenges to address and / or external context to consider:

- In relation to creating broad events: location due to wide geographical area, timing to accommodate a wide range of families
- How do we break the stigma associated with the use of interpretation and translation services? Are there better/less obvious technology pieces?
- Do we have enough translation/community liaison services within the district or do we need more to accomplish these goals?
- Need clarity on insurance requirements for internships - does the employer cover student insurance or does TTUSD? What are the costs for implementation?
- Does staff have the bandwidth to implement these ideas? What are the systems in place to create space for staff to accomplish these? How can we enlist the support of the community (groups and individuals)?

## Section V. Potential First / Next Steps & Conclusion

In conclusion, our team would like to share the following closing thoughts regarding the importance of this area and potential first / next steps to build upon ideas shared here.

**To move forward, we suggest TTUSD might consider the following first / next actions:**

- Brainstorm with staff and community members on current and past practices that tie into these goals
  - Staff: A few questions asked at Convocation from all staff
  - Identify which departments should be included in implementation
- Learn from successful programs at other districts
- Identify student groups that we could tap into to help with these goals (*such as Yo Bro at THS, leadership for rally's...*)
- How are we going to measure success?
  - Ask each grade a few questions and then re-ask each year to see impacts felt? This could help correlate these efforts to student success.
- Use accomplishments from past Strategic Plans and community partnerships to build buy-in and momentum for launch of Pathways 2026. (ex. What's been done through Measure funding, etc.)

Family-School-Community partnerships truly affect all aspects of the strategic plan and relationships and building community support will be the key to accomplishing our strategic plan.

# # #