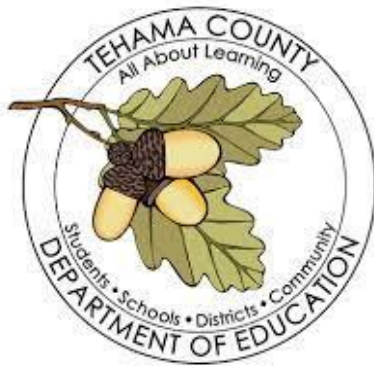


Tehama Oaks Annual Parent & Student handbook 2025-2026

Tehama County Department of Education



GENERAL INFORMATION

Welcome

Welcome to the 2024-2025 school year! All staff extends the sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the information you need to assist your student in being successful at Tehama Oaks School.

In accordance with the Tehama County Department of Education (TCDE) policies, it will be the purpose of Tehama Oaks to provide an environment that will promote a positive climate for learning, effective citizenship, and constructive student conduct. Students on school grounds or in places within the school's jurisdiction are expected to abide by the established rules and regulations to achieve these objectives.

If you have any questions regarding the information contained in this handbook, please feel free to call the school.

School Mission Statement

The mission of Tehama Oaks is to provide a safe and productive learning environment that promotes growth in academic and social-emotional skills in order to prepare students for graduation and constructive futures. Opportunities to demonstrate critical thinking skills are incorporated into instruction with the goal that students will become self-sufficient, motivated, and contributing members of society.

School Address

1790 Walnut St, Red Bluff CA, 96080

School Telephone

(530) 527-5380

School Website

<https://www.tehamaschools.org/Departments/Student-Services/Alternative-Education/Tehama-Oaks/index.html>

Dates to Remember

Refer to the School Calendar and the Announcements on the school website for important dates.

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Staff Directory

Sommer Grooms, Principal	530-527-5380
Renee Walker, Transition Specialist	530-527-5380
Galo Pleitez, Teacher	530-527-5380
Marvin Benefield, Teacher	530-527-5380
Brianna Collins, Para-Educator	530-527-5380
Daynnis Orduno, Para-Educator	530-527-5380
Tai Walker, Parent Liasion / College and Career Student Support	530-527-5380

Enrollment and Disenrollment

Students will be enrolled within their first three business days of being detained in Juvenile Hall. The Transition Specialist will meet with the student to gather all necessary information. The student is responsible for giving accurate information to the best of their knowledge to help the process. This information, along with previous records and transcripts, helps identify any special education services and precise graduation requirements. The classroom teacher relies on this data to create a comprehensive program for each student.

During new student orientation, students are tested in the areas of reading and math. The curriculum and instruction will be matched to their abilities and intervention provided as appropriate in these areas. The content areas are then selected based on the student's grade level and graduation requirements. Information is then forwarded to the registrar.

In accordance with TCDE's Local Education Area Plan, an Individual Learning Plan (ILP) will be completed within two weeks of enrollment to ensure that the student makes progress toward grade promotion and graduation. The ILP will include a four-year academic plan. Tehama Oaks transition staff will develop a transition plan within twenty calendar days of student enrollment.

Handbook Accessibility (print and web)

The Tehama Oaks handbook is prominently posted on the school's website. Copies are always available in the lobby of the Tehama County Juvenile Hall.

BEHAVIOR

School Rules, Discipline, Student Conduct and Suspension

Student Conduct – SP 5131

The County Superintendent believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. In order to promote an atmosphere conducive to learning, it is imperative that the Tehama County Department of Education, parents, students, teachers and the administration be cognizant of their responsibilities related to student conduct.

The County Superintendent or designee is responsible for prescribing rules for the behavior and discipline of the schools under its jurisdiction. The County Superintendent holds the certificated personnel responsible for the proper conduct and control of students under their charge within the behavioral guidelines. The Tehama County Department of Education shall provide reasonable support to certificated personnel with respect to student conduct and discipline.

Discipline – SP 5144

Some of the following notices do not apply to Tehama Oaks as the campus is located inside Tehama County Juvenile Hall, yet notification is still required.

Notice to Parents/Guardians and Students

At the beginning of each school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline. Transfer students and their parents/guardians shall receive such notice upon enrollment.

Transfer of Suspension and Expulsion Disciplinary Records

The District/COE will forward student records, including suspension and/or expulsion disciplinary records, to other schools that have requested the records and in which the student seeks or intends to enroll. (FERPA, 34 CFR, Parts 99.7 and 99.34(a)(ii).)

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. The use of reasonable and necessary force by an employee to protect oneself or students or prevent damage to the Tehama County Department of Education property shall not be considered corporal punishment for purposes of the policy. Students who do not meet their student responsibilities may be disciplined. Tehama Oaks instructors reserve the right to make an individual or group decision. Instructional paraprofessionals can recommend discipline to be discussed and approved with a regular classroom instructor.

Discipline Actions

Acceptable discipline techniques

Use of positive behavior supports
Warnings and redirection of inappropriate behaviors to appropriate on task behaviors
Teacher-Parent-Student conference
Social-emotional learning instruction
Instruction in prosocial behavior or anger management
Use of restorative practices
Referral to counseling
Convening a Student Study Team

Unacceptable discipline techniques

Making threats, shouting
Personal indignities, ridicule
Revenge or temper explosions
Assigning school tasks as punishment
Reducing pupil's achievements in task assignments as punishment

Examples may vary with each individual. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the appropriate student's unit. This should be done as soon as possible after disciplining a student. If a student must be removed from school and a discipline form cannot be filled out and submitted immediately, staff should verbally notify the unit of the incident and discipline action taken.

Suspension for Unruly or Disruptive Conduct

The following items are illegal to possess on school campus:

1. Firearms, knives of any kind (including pocket knives), or anything that could be used as a weapon;
2. Alcohol, tobacco, or drugs of any kind (prescription medicine, as well as over-the-counter medication, must be stored in the office). (ED Code 48900 c,h,j);
3. Matches, lighters, firecrackers, or other explosives;
4. Other disruptive, illegal, or dangerous objects.

Suspension

Suspension is a consequence for serious misbehavior. Students are excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. Absence from school due to suspension is unexcused, and class work is made up at the discretion of each teacher. A teacher may suspend any student from his or her class for the day of, and the day following, any of the acts enumerated in Ed Code Section 48900.

The Superintendent or Principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5.

Recommendation for Expulsion AR 5144.1

Unless the Principal or Associate Superintendent finds that expulsion is inappropriate due to particular circumstances, or that an alternative means of correction would address the conduct, the Principal, Associate Superintendent, or designee shall recommend a student's expulsion for any of the following acts:

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife as defined in Education Code Section 48915(g), explosive or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code Section 240 and 242, upon any school employee.

Mandatory Recommendation for Expulsion

The Principal, Associate Superintendent, or designee shall recommend that the County Superintendent expel any student found at school or at a school activity to be:

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence;
2. Brandishing a knife as defined in Education Code Section 48915(g) at another person; 2. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053-11058; 3. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal
3. Code Section 261, 266(c), 286, 288(a), or 289, or committed a sexual battery as defined in Penal Code Section 243.4;

Possessing an explosive as defined in 18 USC 921

Upon finding that the student committed any of the above acts, the County Superintendent shall expel the student.

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7 and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student cause a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

The school administrator retains the right to amend this handbook for just cause.

Parents/guardians will be given prompt notification in the event that changes are made.

Student Expectations

All students are expected to:

1. Act in all instances so as not to infringe upon the rights of others or to endanger their own or another's private property or person.
2. Refrain from physical violence or the threat of physical violence on campus.
3. Be considerate in their relationship with students, teachers, and staff.
4. Keep their language, clothing, and gestures respectful and free of profanities and obscenities.
5. Follow all rules and procedures on the school campus where their classroom is located.
6. Keep hands, feet, and objects to themselves (This includes roughhousing and "playing around").
7. Follow classroom procedures established by each teacher.
8. Interact appropriately (This includes no excessive displays of affection).

Dress and Grooming – SP5132

The County Superintendent holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity of the program. The Tehama County Juvenile Hall provides all clothing and footwear for Tehama Oaks students.

Care of School Materials and Repayment

Tehama Oaks provides all necessary materials, textbooks and access to technology for enrolled students. Materials and devices do not leave the secure facility. Destruction of school materials/technology may result in disciplinary action at the school.

Misuse of Materials and Technology

Technology Access SP 6163.4

The Board of Trustees intends that technological resources provided by Tehama County Department of Education (TCDE) be used in a safe and responsible manner in support of the instructional program and for the advancement of student learning. All students using these resources shall receive instruction in their proper and appropriate use.

Teachers, administrators, and/or library media specialists are expected to review the technological resources and online sites that will be used in the classroom or assigned to students in order to ensure that they are appropriate for the intended purpose and the age of the students.

The Tehama County Superintendent of Schools or designee shall notify students and parents/guardians about authorized uses of TCDE technology, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with this Board policy and TCDE's Acceptable Use Agreement.

TCDE technology includes, but is not limited to, computers, TCDE's computer network including

servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through TCDE-owned or personally owned equipment or devices.

Before a student is authorized to use TCDE technology, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement. In that agreement, the parent/guardian shall agree not to hold TCDE or any TCDE staff responsible for the failure of any technology protection measures or user mistakes or negligence and shall agree to indemnify and hold harmless TCDE and TCDE staff for any damages or costs incurred.

TCDE reserves the right to monitor student use of technology within the jurisdiction of TCDE without advance notice or consent. Students shall be informed that their use of TCDE technology, including, but not limited to, computer files, email, text messages, instant messaging, and other electronic communications, is not private and may be accessed by TCDE for the purpose of ensuring proper use. Students have no reasonable expectation of privacy in use of TCDE technology. Students' personally owned devices shall not be searched except in cases where there is a reasonable suspicion, based on specific and objective facts, that the search will uncover evidence of a violation of law, TCDE policy, or school rules.

The County Superintendent or designee may gather and maintain information pertaining directly to school safety or student safety from the social media activity of any TCDE student in accordance with Education Code 49073.6 and BP/AR 5125 - Student Records.

Whenever a student is found to have violated Board policy or TCDE's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of TCDE's equipment and other technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The County Superintendent or designee, with input from students and appropriate staff, shall regularly review and update procedures to enhance the safety and security of students using TCDE technology and to help ensure that TCDE adapts to changing technologies and circumstances.

Internet Safety

The County Superintendent or designee shall ensure that all TCDE computers with Internet access have a technology protection measure that protects against access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 USC 7131; 47 USC 254; 47 CFR 54.520)

To reinforce these measures, the County Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities.

Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or

describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)

TCDE's Acceptable Use Agreement shall establish expectations for appropriate student conduct when using the Internet or other forms of electronic communication, including, but not limited to, prohibitions against:

1. Accessing, posting, submitting, publishing, or displaying harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs
2. Intentionally uploading, downloading, or creating computer viruses and/or maliciously attempting to harm or destroy TCDE equipment or materials or manipulate the data of any other user, including so-called "hacking"
3. Distributing personal identification information, including the name, address, telephone number, Social Security number, or other personally identifiable information, of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
1. The County Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting one's own personal identification information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student Cell Phones and Personal Items

Students enrolled at Tehama Oaks are detained in the Tehama County Juvenile Hall. As such, they do not possess cell phones or personal items.

Sexual Harassment

The County Superintendent is committed to maintaining an educational environment that is free from harassment. The County Superintendent prohibits sexual harassment of students by other students, employees, or other persons, at the school or at school-sponsored or school-related activities. The County Superintendent also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

The County Superintendent or designee shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;

4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that they are being or have been subjected to sexual harassment shall immediately contact their teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

Any school employee who observes any incident of sexual harassment involving a student shall report this observation to the principal or designee, whether or not the victim files a complaint.

In any case of sexual harassment involving the principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the non-discrimination coordinator or the Associate Superintendent.

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative regulations. Where the principal or designee finds that sexual harassment occurred, they shall take prompt, appropriate action to end the harassment and address its effects on the victim. The principal or designee shall also advise the victim of any other remedies that may be available. The principal or designee shall file a report with the County Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, and the entire circumstances of the incident(s) shall be considered.

Notification: The sexual harassment policy shall be displayed in a prominent location near the office and included in the student handbook (Title 5 CA CCR 4622, Ed Code § 231.5).

Local agencies are required to notify students, employees, and parents of their written policy prohibiting sexual harassment pursuant to Education Code sections 231.5, 48980(g), 48985. These policies shall include information as to where to obtain specific procedures for reporting charges of sexual harassment and available remedies.

ACADEMICS

Academic Policies

Regulations Regarding Grades/Evaluation of Student Achievement AR 2151

If a student misses a class without an excuse and does not subsequently turn in homework, take a test, or fulfill another class requirement, which they missed, the teacher may lower the student's grade for non-performance. Students with excessive unexcused absences (6 absences per semester) may be given a failing grade and not receive credit for the class(es). Schools that withhold class credit, for this reason, shall inform the class and parents/guardians at the beginning of the semester or year.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within one week, the incomplete will become an F.

Students in grades 7 through 12 must earn at least a 2.0 or C grade point average to participate in extra/co curricular activities.

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work that requires skills acquired throughout the grading period, low grades at the beginning of the grading period need not diminish the appropriate evaluation of the student's achievement. Similarly, high grades at the beginning need not compensate for a downward trend in achievement.

Academic Integrity

Tehama Oaks expects all students to abide by ethical academic standards. Academic dishonesty including, plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination is strictly prohibited.

Tehama Oaks's *Academic Integrity Policy* covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The purpose of the policy is to prepare students for the reality created by the technology explosion, for the world of college and beyond, where cheating and plagiarism have dire consequences.

Plagiarism is not the same as cooperation or collaboration. Teachers often expect students to work on assignments collectively. This is appropriate, as long as those whose work is being presented are clearly relayed.

- **Collaboration** is to work together (with permission) in a joint intellectual effort.
- **Plagiarism** is to commit literary theft; to steal and pass off as one's own ideas or words, and to create the production of another. When you use someone else's words, you must put quotation marks around them and give the writer or speaker credit by citing the source. Even if you revise or paraphrase someone else's words, if you use someone else's ideas, you must give the author credit. Some internet users believe that anything available online is public domain. Such is not the case. Ideas belong to those who create and articulate them. To use someone else's words or ideas without giving credit to the originator is stealing.
- **Cheating** includes, but is not limited to, copying or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating unauthorized materials, including textbooks, notes, calculators, computers, or other unauthorized technology, during an exam or project.
- **Forgery** or **stealing** includes, but is not limited to, gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records, or forging signatures for the purpose of academic advantage.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or another supervising professional employee, taking

into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties, as outlined below.

Range of Possible Consequences		
Copying class work or homework	Zero on assignment Parent notification	Office Discipline Referral
Plagiarizing or cheating on an Exam or assignment	Conference with principal / student / teacher	Office Discipline Referral
Forgery or stealing	Conference with principal / student / teacher	Office Discipline referral

Core and Elective Courses

English (Grade 9)

This course nurtures students' understanding and appreciation of literature through the emphasis on reading, analysis and interpretation. Students will read excerpts covering several genres: the short story, non-fiction, poetry, dramatic literature, and the epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

English (Grade 10)

This course nurtures students' understanding and appreciation of literature through the emphasis on reading, analysis and interpretation. Students will read excerpts covering several genres: the short story, non-fiction, poetry, dramatic literature, and the epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

English (Grade 11)

This is a core English class for students taking their third year of English in high school. This is an American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning and thought.

English (Grade 12)

This is a core English class for students taking their fourth year of English in high school. This is an

American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning and thought.

Integrated Mathematics Course I

Integrated Mathematics Course I is the first of three mathematics courses required for college entrance. The course content includes: functions, algebra, geometry, statistics, probability, discrete mathematics, measurement, number, logic, and language. The course emphasizes mathematical reasoning, problem solving, and communication through integration of the various strands, connections with other subject areas and real-life applications, use of technology, and exploratory and group activities. The course emphasizes algebra.

Integrated Mathematics Course II

Integrated Mathematics Course II is the second of three mathematics courses required for college entrance. The course content expands upon the mathematical content and techniques of Integrated Mathematics Course I. In addition to further development of the strands with connections and applications, this course emphasizes unifying ideas such as mathematical modeling and argumentation, variation, algorithmic thinking, and multiple representations. The course emphasizes geometry.

Integrated Mathematics Course III

Integrated Math III is the final course in the three-course Integrated Math series. With this course, students further explore quadratic functions and extend learning to polynomial functions. Students extend their understanding of arithmetic and geometric sequences to series, and their knowledge of trigonometric ratios to trigonometric functions. Additionally, students explore distributions of data, confidence intervals, and statistical significance.

Business Math (Grades 9-12)

Math with Business Applications is a comprehensive course that covers all the skills students need to manage their personal finances and excel at their first job and in everyday life. The course is presented in three-parts that takes students from basic math concepts to sophisticated financial strategies. Part one, Basic Math Skills reviews fundamental math operations, part two, Personal Finance teaches money management skills, and part three, Business Math provides a thorough primer on higher level math applications as they are applied to launching and running a business. California State Standards in Algebra 1 are embedded throughout the course.

World History (Grade 10)

The instructional structure presents a clear and comprehensive coverage of world history. The course is designed to cover important events that have shaped the modern world, from the late 1700s to the present. It encourages active reading and learning for students of all reading levels. It allows students the chance to grasp the California Standards using a variety of activities and resources. It provides understanding and the opportunity for interpretation of all views of important events in history. It is directly aligned with the California Standards framework.

US History (Grade 11)

This course starts with the events that bring forth the enlightened ideals that become the U.S. Constitution and the story of the people who were born and journeyed to live under this evolving contract. It further reviews the tests on the federal government during the expansion of the country and The Civil War. It reviews the actions toward the Native peoples and Immigrants, and the results of industrialization and isolationism. The course continues through two world wars and The Great Depression. It tracks the serious nature of the nuclear age and The Cold War and moves through the current technological revolution and all realities that it created.

Economics (Grade 12)

The course structure presents a comprehensive coverage of basic, economic concepts. It is designed thematically to cover macroeconomic principles and systems and the many current and relevant microeconomic issues. Students will analyze, interpret and practice a variety of economic principles throughout the course. This course allows students to understand the California standards using a variety of activities and resources. It is directly aligned with the California Standards Framework.

Government and Civics (Grade 12)

This semester long course covering the principles and origins of American Government with concentration on all three branches of government, state, and local governments and differences on other types of governments. The course is based on California State Standards and incorporates various activities and instruction to various student learning styles and abilities.

Earth Science (Grade 9-12)

Earth Science is a yearlong course that addresses the California State Standards for grades 9-12. Instructors use a variety of instructional methodologies to introduce, teach, and reinforce earth science concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, hands on labs, and use of technology.

Life Science (Grade 9-12)

Life Science is a yearlong course that addresses the California State Standards for grades 9-12. Instructors use a variety of instructional methodologies to introduce, teach and reinforce life science concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, hands on labs and use of technology.

Physical Education

This general physical education course develops skills through some of the following activities: team, individual, dual, recreational sports, or fitness and conditioning activities.

Elective Subjects

ELA and Reading Intervention

This course is designed to provide instruction in basic and developmental reading skills and strategies while emphasizing individual student progress. Course content depends on students' abilities entering the course and is designed to accelerate student growth in reading ability.

Instruction may focus on reading silently or aloud, vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, student motivation and self-directed learning.

Math Intervention

This is a course of basic skills in addition, subtraction, multiplication, and division of whole numbers, as well as fractions and decimals. The course is designed for low achieving students. To effectively assist students, teachers individualize and/or make use of small group instruction. The teaching techniques emphasize the use of manipulatives and other tools, including technological tools in a laboratory setting.

Computer Literacy

This introductory course in computers is designed to acquaint the students with techniques for using computers. Students learn key entry skills in order to use simple word processors, mathematical or database applications, and simple graphics programming. When school resources allow, teachers may introduce students to the internet, where they learn about different search engines, email, and the variety of educational resources on the internet.

Career Education

These courses are designed to acquaint the students with different types of careers available currently and in the future. Students learn the degree of experience and education necessary for entry level into different careers.

Life Skills

These courses are designed for both males and females and choices that will affect their future. They focus on both financial decisions and sociological decisions for young adults. A curriculum series called Choices for Females and Challenges for Males are utilized.

Health (Grade 9-12)

Students enrolled in Health will be exposed to many aspects necessary to lead a healthy life. Students will: (1) understand how to enhance and maintain their health and well-being; (2) understand behaviors that prevent disease and speed illness recovery; (3) understand behaviors to reduce risk of becoming involved in potentially dangerous situations; (4) understand how to take a positive, active role in promoting the health of their families; (5) understand how to promote positive health practices within the school and community including how to cultivate positive relationships with their peers; (6) understand the variety of physical, mental, emotional and social changes that occur throughout life; (7) understand and accept individual differences in growth and development; (8) understand their developing sexuality and (9) identify information and products and services that may be helpful or harmful to their health.

Food and Nutrition

This concentration course expands on the comprehensive core and prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing,

food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a solid background for a wide range of careers including food science, dietetics and nutrition, as well as food service and hospitality.

Make-up Work, Extra Credit

Make-up Work

The student is responsible for picking up all assignments missed from any excused time away from school. The teacher will determine a timeline for completing make-up work and for full and/or partial credit.

Extra Credit

Extra credit work will be available to all students who have completed assigned work. The teacher will determine a timeline for completing extra credit work and the effect of extra credit work on performance.

Challenging Courses by Examination SP6155

The County Superintendent recognizes that there is a need to allow high school students to challenge a given course by examination for grade and credit to accelerate progress towards graduation and to achieve more flexibility in the selection of electives. This opportunity will permit a student to enroll in courses best suited to their educational objectives.

The examination shall be comprehensive and cover all course objectives. Successful completion of the examination shall be at a level which indicates mastery of the content and/or reasonable chance for success in the next higher course.

Graduation Requirements

High School Graduation Requirements SP 6146.1

The Tehama County Board of Education desires to prepare all students to earn a high school diploma that enables them to take advantage of opportunities for postsecondary education and/or employment.

Students shall be eligible for graduation and participation in the commencement ceremony from the Tehama County Office of Education who meet one of the following criteria:

- 1) A high school diploma;
- 2) A certificate of completion; or
- 3) A certificate of attendance.

Graduation Course Requirements:

Beginning with the 2005-2006 school year, the County Superintendent may grant a high school diploma to Tehama Oaks students who, while in grades 9 to 12, inclusive, have completed at least the following number of courses and credits listed on the chart of Standards of Proficiencies in Basic Skills.

Standards of Proficiency in Basic Skills

Prescribed Course of Study	Tehama Oaks
Subject Area	Year Credits
English 9	10
English 10	10
English 11	10
English 12	10
Math	20
Algebra	10
Fine Arts or Foreign Language	10
World History	10
US History	10
US Government	5
Economics	5
Life Science	10
Physical Science	10
PE	20

Health	5
Geography	5
Vocational Art	10
Electives (EL)	60
Total	230

*Pupils must meet or exceed 10 credits of coursework that meets or exceeds the academic content standards for Algebra I in any of grades 7 to 12. Regardless of when the Algebra I content standards of requirement is met, students must earn 20 credits in mathematics during grades 9–12.

Students who have completed their second year of high school and are off track to graduate, may qualify for a waiver for reduced credits according to AB 2306 in the subject areas of English and Electives. Eligible students complete the state minimum requirement of 130 credits to graduate and receive their high school diploma. Student records are evaluated at enrollment, and eligible students are notified of their options.

Credit Awarding and Partial Credit Policy

In accordance with **California Education Code §§48645.5 and 51225.2**, Tehama Oaks awards credit based on participation and satisfactory completion of coursework during daily instruction.

Students earn **1 credit for every 13 days** of active enrollment and participation in a subject area, provided they maintain satisfactory academic progress. Partial credit may be awarded proportionally for fewer days of attendance or for partial completion of course requirements.

This structure ensures that students who experience placement changes, short stays, or interruptions in attendance still receive recognition for all work completed, consistent with the California Department of Education's Partial Credit Model Policy and Tehama County Department of Education Board Policy 6146.1.

State and Local Assessments

Statewide Testing Notification

California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes.

The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

- **Smarter Balanced Assessment Consortium Assessments**

The Smarter Balanced computer adaptive assessments are aligned with the California State Standards. English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.

- **California Science Tests (CAST)**

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

- **California Alternate Assessments (CAAs)**

Only eligible students whose individualized education program (IEP) identifies the use of alternate assessments may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics. Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

Students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve) will take the CAA for Science. The CAA for Science embedded performance tasks are based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks.

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their student from any or all the CAASPP assessments.

English Language Proficiency Assessments for California

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate English Language Proficiency (ELP) assessments: one for the initial identification of students as English learners and the other for the annual summative assessment to identify students' English language proficiency level and to measure their progress in learning English.

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test.

High School Equivalency Test (HiSET)

To take the HiSET exam in California, students must be California residents or a member of the armed forces assigned to duty in California and have not completed high school and meet the following eligibility requirements:

Age: To take the HiSET exam in California, students must meet any one of the following requirements

- Students must be 18 years of age or older **or** within 60 days of their 18th birthday (regardless of school enrollment status).
- Students must be within 60 days of when you would have graduated from high school had you remained in school and followed the usual course of study (May not currently be enrolled in school).
- Students must be 17 years of age and out of school for at least 60 consecutive days. You must also provide a letter of request from the military, a postsecondary educational institution or a prospective employer.
- Students must be 17 years of age, have accumulated fewer than 100 units of high school, be confined to a state or county or correctional agency, and meet all of the following criteria:
- Do not have a realistic chance of completing the requirements for a high school diploma.
- Do have adequate academic skills to successfully complete the HiSET exam.
- Understand the options available regarding acquisition of a high school diploma, the high school equivalency certificate, or the high school proficiency certificate and the requirements, expectations, benefits and limitations of each option.
- Have sufficient time left to complete the entire HiSET exam; however, if released before the test is completed, you may complete testing at an authorized testing center.

Local Assessments

Tehama Oaks students participate in local assessments upon enrollment and again within 90 days to assess students' growth and provide intervention. Local assessments include reading, writing, and mathematics. Local assessments are part of the educational program and are required to ensure educational access and benefit.

Grades and Repeating Classes

Grading

Grades are one of the assessment tools used to report to parents/guardians the student's progress in all subject areas. Grades are based on standards of performance designated for each grade level. Grades are based on points earned for daily assignments, quizzes, projects and tests. Grades will reflect the following percentages of points:

95% to 100% = A 90% to 94% = A-

87% to 89% = B+ 83% to 86% = B

80% to 82% = B- 77% to 79% = C+

73% to 76% = C 70% to 72% = C-

67% to 69% = D+ 63% to 66% = D

60% to 62% = D- Below 60% = F

Report Card / IEP Goals Mastery Updates

Report Cards shall provide parent/guardian with tangible evidence of a student's academic performance. Parent/guardian of students with disabilities shall be provided an IEP Goals Progress Report with the same frequency as general education students.

Pass/Fail Grading

With parental approval, students may elect to earn a "Pass" or "Fail" grade instead of an A-F grade in the following courses:

1. All courses taken in the Alternative Education Program;
2. All courses taken in the Special Education Program;
3. 9-12th grade non-college preparatory courses taken in summer school.

Students who receive a "Pass" grade will acquire the appropriate semester units of credit for the course, and the grade will not be counted in determining class rank or honors. Students who receive a "Fail" grade will not receive credit for taking the course. Students shall be graded Pass/Fail for classes in which they serve as student aides unless predetermined goals and objectives related to specific subject knowledge are on file and have been approved by the Principal or designee.

Repeated Classes

With the approval of the Principal or designee, a student may repeat a course in order to raise their grade. The student shall receive credit only for taking the course once.

Work Place Readiness Week

The week of April 28th of each year will be known as "Workplace Readiness Week" and requires all public high schools, including charter schools, to annually observe the week by providing information to pupils on their rights as workers, and would specify the topics to be covered. AB 800 requires the observances to be integrated into the regular school program in grades 11 and 12.

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs

Academic guidance is provided by the principal to Tehama Oaks students. Transition supports are provided by TCDE transition specialists. Counseling services are provided by a therapist employed by Tehama County Juvenile Hall for all youth who are detained. Education Related Mental Health Services are provided as indicated in students' Individualized Education Plans.

Medical and Medication

The Tehama County Juvenile Hall has a nurse on site full time to attend to student medical needs and disburse medications. Students are transported by Tehama County Juvenile Hall staff if additional medical attention is necessary. Epinephrine auto injectors must be stored in an accessible location upon need for emergency use. The Epi Pens are located in Juvenile Hall and are handled by Juvenile Hall nursing staff.

Comprehensive Sexual Health & HIV/AIDS Instruction

Sexual Health Education and HIV Prevention

Each year, schools are required to offer a course of study on Sexual Health at least once in middle

school grades 7-8 and at least once in high school grades 9-12. Sexual Health Education instruction content must meet the requirements of Education Code section 51933.

Parents/guardians have the right to be informed, in writing, of comprehensive sexual health education and HIV prevention education and research on student health behaviors planned for the coming year. The written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection. Parents/guardians have a right to request copies of Education Code sections 51930 - 51939. Comprehensive sexual health education and HIV prevention education may be taught by school district/COE personnel or by outside consultants. The district may provide comprehensive sexual health education and HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers. The use of outside consultants or guest speakers is within the discretion of the school district.

Parents/guardians have a right to request in writing that your child be excused from all or part of any comprehensive sexual health education, HIV prevention education, or assessments related to that education. If a school receives a written request from the parent or guardian excusing a student from this instruction, the student may not be subject to disciplinary action, academic penalty or other sanction and an alternative educational activity must be made available to the student. This notice does not apply to human reproductive organs which may appear in physiology, biology, zoology, general science, personal hygiene, or health textbooks, adopted pursuant to law. [Note: if arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction.] (Ed. Code §§ 51930-51939 and 48980.)

Student Surveys, Tests and Questionnaires Regarding Sexual Attitudes and Practices

Anonymous, voluntary, and confidential research and evaluation tools to measure pupils' health behavior and risks, including tests, questionnaires and surveys containing age-appropriate questions about the student's attitudes concerning, or practices related to sex may be administered to students in grades 7-12. Parents and guardians will be notified in writing that such a test, questionnaire or survey is to be administered and given an opportunity to review the test, questionnaire or survey and be informed that in order to excuse their child, they must state their request in writing. If a school receives a written request from the parent or guardian excusing a student from this activity, the student may not be subject to disciplinary action, academic penalty or other sanction and an alternative educational activity must be made available to the student. (Ed. Code §§ 51938(c) and 51939.)

Suicide Prevention

The Tehama County Juvenile Hall is responsible for all aspects of student safety and security. As such, Tehama Oaks staff follow the protocols established by the Tehama County Juvenile Hall as outlined in the Title 15 California Code of Regulations.

Married, Pregnant, and Parenting Students

Married, pregnant and parenting students at Tehama Oaks have the same educational opportunities as all students.

For school-related purposes, married students under the age of eighteen (18) are emancipated minors and have all the rights and privileges of a student who is 18, even if the marriage has been

dissolved.

The instructional program provided for pregnant students is determined on a case-by-case basis and shall be appropriate to the student's individual needs. Transition services support exiting students to successful enrollment in a K-12 or postsecondary program. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students, or may pursue a home instruction or independent study program. When selecting the program to be followed, the student shall be encouraged to consult with their spouse, registered domestic partner, parent/guardian, physician, and Tehama Oaks Transition Specialist.

Tehama Oaks pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. The following accommodations for pregnant and parenting students pursuant to Education Code Sections 46015:

1. Pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.
2. Pregnant or parenting student is not required to take the parental leave.
3. Pregnant or parenting student is entitled to receive more than eight weeks of parental leave if deemed medically necessary by the student's physician.
4. When a student takes parental leave, the supervisor of attendance shall ensure that absences are excused until the student is able to return to school.
5. During parental leave taken, Tehama Oaks shall not require a pregnant or parenting student to complete academic work or other school requirements.
6. A pregnant or parenting student may return to school and the course of study in which he or she was enrolled before taking parental leave.
7. Lactating Tehama Oaks students will be provided access to a private room during infant visitations or regular expressions. Lactating students will have full access to breast pump equipment, storage supplies, electrical outlet, and temperature-controlled storage within a secure area. Adequate time will be provided for lactating students to express or breastfeed with accommodation to make up any missed work. The location of expression/breastfeeding and storage will be determined based on the student's placement and security risk.
8. Upon return to school after taking parental leave, a pregnant or parenting student is entitled to opportunities to make-up work missed during his or her leave, including, but not limited to, make-up work plans and reenrollment in courses.
9. A pregnant or parenting student may remain enrolled for a fifth year of instruction when it is necessary in order for the student to be able to complete state and any local graduation requirements, unless Tehama Oaks makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
10. In accordance with subdivision (d) of Section 221.51, a pregnant or parenting student shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
11. A student shall not incur an academic penalty as a result of his or her use of the

accommodations specified in this section.

Food Services

Juvenile Hall addresses the needs of students with special dietary requirements. Tehama Oaks includes nutrition education in their health curriculum, and as part of the Food Nutrition class that students are enrolled in to get their Food Handlers certifications.

SAFETY

Data and Student Privacy

The Family Educational Rights and Privacy Act (FERPA)

(20 U.S.C. § 1232g; 34 CFR Part 99)

Rights under FERPA for Tehama County Office of Education Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- 1) The right to inspect and review the student's education records within 45 days after the day the Tehama County Department of Education (TCDE) receives a request for access.

Parents or eligible students who wish to inspect their student's or their education records should submit to the school principal, or appropriate school official, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the TCDE to amend their student's or their education record should write the school principal, or appropriate school official, clearly identify the part of the record as requested by the parent or eligible student and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- 3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate education interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or

school district's annual notification for FERPA rights. A school official is a person employed by TCDE in an administrative, supervisory, academic, or support staff position; a person or company with whom TCDE has contracted including but not limited to attorneys, auditors, information technology systems providers and their staff, emergency communication systems personnel, or outside institutions involved in student learning experiences including but limited to identified systems such as, Google Apps for Education, Microsoft Office 365, Discover Education, Typing Pal, or Reanaissance. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student].

4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the TCDE to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without the consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.31 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student.

1. To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
3. To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the

U.S. Secretary of Education, or State and local educational authorities, such as the State Educational Agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
5. To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
6. To organizations conducting studies for, or on behalf of, the school, in order to:
 - develop, validate, or administer predictive tests;
 - administer student aid programs; or
7. improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
8. To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
9. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
10. To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
11. To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
12. Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
13. To an agency caseworker or other representative of a State or local child welfare agency or tribal organization which is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
14. To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Emergency Procedures

Tehama County Office of Education is committed to providing safe, secure, and nurturing environments for students, families, and employees. TCDE last revised its Comprehensive School Safety Plan for all TCDE schools/programs in 2023 and has adopted this plan for the 2024/2025 school year. The plan includes all state mandated components to be included in a school safety plan, an extensive incident command and response section, tactical considerations with first responder input, and is referenced in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256. The Comprehensive School Safety Plan is reviewed, updated, and adopted by each school within TCDE, each year, as part of TCDE's overall school safety program.

Tehama County Office of Education welcomes community input and always looks for ways to improve the safety of TCDE schools. Members of the community may feel free to contact the school to share thoughts and suggestions on identified ways to improve school safety.

Annually, TCDE school staff complete online training in required emergency areas.

At a minimum, all TCDE policies and procedures comply with all state and federal laws related to:

1. Documenting immunizations of new students
2. Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter
3. Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from Department of Justice prior to hire
4. Developing emergency-response procedures
5. Training for staff in emergency response, including appropriate first responder training or its equivalent and prevention strategies regarding contact with blood-borne pathogens
6. Assuring staff are trained and implement mandated child abuse reporting that conforms to current law
7. Training and procedures are in place to assist with the prevention of acts of bullying and cyberbullying including the availability of the California Department of Education online training module to all employees who interact with students or an equivalent
8. Adopting a suicide prevention policy and training for staff
9. Assuring that school buildings meet Fire Marshall approval and have been evaluated by structural engineers to present no substantial seismic safety hazard to the extent required by the education code for building requirements
10. Establishing the school as a drug, alcohol and tobacco free workplace
11. Maintaining annually reviewed Site Safety Plans
12. Compliance with the Americans with Disabilities Act

For visitors and staff, it may be required by Juvenile Hall staff that tattoos be covered with clothing if found offensive or could possibly incite a response.

Comprehensive School Safety Plan

All TCDE schools have in place a Comprehensive School Safety Plan for school safety, which is available for review by parents and students at the school site. Additionally, all TCDE schools report on the status of the school safety plan, including a description of its key elements in the annual School Accountability Report Card. School Safety Plans are to be implemented throughout the year and are to be reviewed by all school site councils by March of each school year. A copy of the Comprehensive School safety plan is available for review upon request.

Parent Volunteers and Visitors

Parent volunteers are not allowed to enter the secure facility. Community volunteers provide some services during school hours, but generally support students after school hours. Tehama County Juvenile Hall staff facilitate visits with students/parents/family members on evenings and weekends or by special arrangement as needed.

Field Trips and Transportation of Students

School related field trips must be approved by Tehama County Juvenile Hall staff. Transportation is provided by Tehama County Juvenile Hall staff for all student field trips and events that occur off site.

Procedures for Student Injury

The Tehama County Juvenile Hall has a nurse on site three days a week and is available in a full time capacity to attend to student injuries. Students are transported by Tehama County Juvenile Hall staff if additional medical attention is necessary.

Annual School Climate Survey

School climate is measured annually at Tehama Oaks using a research-based survey administered through the Positive Behavior and Interventions and Supports (PBIS) system. The PBIS survey includes both student and staff surveys.

The Student School Climate Survey: Middle/High is an anonymous survey used to identify school climate issues within the school. Parents/guardians of middle/high school students notify the school office in writing if they opt their student out of the survey.

The Staff School Climate Survey is administered to all staff anonymously, with identifying information limited to job title and location. The staff survey is used to identify school climate issues within the school.

Data from both the student and staff survey are collected and analyzed annually to inform decision making regarding improvements in school climate.

Firearms Parent Notification

Parents and Legal Guardians of all students in the Tehama County Department of Education have a responsibility for keeping firearms out of the hands of children as required by California law. There have been many reports on the news regarding children bringing firearm(s) from his or her home to a school site. These incidents can be easily prevented by storing firearms in a safe and

secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

Dangers of Synthetic Drugs

Synthetic drugs are chemically-created in a lab to mimic another drug. These typically have a different effect on the brain or behavior. Because these drugs are created in illegal labs, their ingredients are impossible to know. For resources, visit the United States Drug Enforcement Administration (DEA) website at www.dea.gov/recovery_resources

ENGAGEMENT

Communication, Conferences and Staff Accessibility

Communication is a key component to a student's success at Tehama Oaks. Communication provides parents with frequent reports on their student's progress. Communication includes:

- Parent-teacher conferences/meetings
- Academic summary letters upon enrollment, at the end of each grading period, and upon release
- Staff members respond to email and phone messages in a timely manner

Conferences:

A parent/guardian can request a conference with a teacher or administrator by completing the Parent/Guardian Conference Request Form on the school's website or by calling the school's main office.

Staff Accessibility:

Staff can be contacted by calling the main office phone number listed on the school's website.

Parent-Community Engagement Opportunities

Tehama County Juvenile Hall staff serve in loco parentis in collaboration with Tehama Oaks staff to ensure that Tehama Oaks students receive the academic, behavioral, and social-emotional needs of each student. Graduation ceremonies are held upon completion of credit requirements in the JJC Court Room.

The Tehama Oaks Parent and Family Engagement Plan guide the work of parent community engagement. The plan is reviewed and refined annually to monitor progress (See Appendix 3).

SCHOOL SITE STAFF

Staff Professional Learning

Tehama Oaks staff participates in regular professional development to ensure high-quality instruction for students at all levels. The school provides professional development through whole-staff meetings, and additional PD opportunities, as requested by staff. The LEA aligns professional development paid from federal funding to LCAP goals and action steps designed to support high-risk youth. Staff participates in ongoing opportunities for professional growth, including conferences, workshops and regularly scheduled staff meetings. Staff are strongly committed to

building and sustaining a culture of continuous improvement as Professional Learning Communities (PLC) that promote a high level of instructional leadership and professional learning to ensure great teaching for every student.

ATTENDANCE

Pupil Attendance and Absences

Absence Based on Justifiable Personal Reasons

Tehama County Juvenile Hall staff acting *in loco parentis* may excuse students from school for justifiable personal reasons as outlined below. (Ed. Code § 48205).

Education Code Section 48205 – Excused Absences

Notwithstanding Section 48200, and pupil shall be excused from school when the absence is:

1. Due to illness;
2. Due to quarantine under the direction of a county or city health officer;
3. For the purpose of having medical, dental, optometric, or chiropractic services rendered;
4. For the purpose of attending the funeral services of a member of their immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California;
5. For the purpose of jury duty in the manner provided by law;
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent;
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board;
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code;
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Superintendent of the school district;
10. Participation in religious exercises or to receive moral and religious instruction in accordance with Tehama County Office of Education Policy and Administrative Regulations. In such instances, the student shall attend at least the minimum school day. The student shall be excused for this purpose on no more than four days per school month; (Ed Code § 46014)
11. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen;
 - a. A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not

necessarily identical to, the tests and assignments that the pupil missed during the absence.

- b. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- c. Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- d. "Immediate family", as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil".

Unexcused Absence

Parents/guardians will be notified in a timely manner if their child is absent from school without permission. (Education Code § 51101 (a)(4))

Late Arrival and Early Departure Instructions

Tehama Oaks students are required to attend 240 minutes of instruction daily. An excused absence is indicated only when students are ill. If a student does not attend 240 minutes and is not ill, an unexcused absence is entered in the Student Information System.

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

Mental Health Services Act Pursuant to Education Code Section 49428 as amended by AB-2022 in September 2018, schools are required to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community.

Any pupil and parent or guardian of a pupil may refer a student for mental health services by contacting the school administrative office. A school counselor and/or school psychologist can also provide information about other options to access mental health services within the community.

To access mental health services within the community, please contact the Tehama County Department of Behavioral Health or other mental health agency. Please see the school's website and scroll to the bottom and click on AB2022.

TCDE Local Services Guide

Tehama County Health Services Agency

Administrative Offices
818 Main Street
Red Bluff, CA 96080
(530) 527-8491

Main Campus
1850 Walnut Street
Red Bluff, CA 96080
(530) 527-8491

STANS Wellness & Recovery Center
1900 Walnut St, Bldg. J
Red Bluff, CA 96080
(530) 527-8491 ext 3002

South County Office
275 Solano Street
Corning, CA 96021
(530) 824-4890

Service Center Numbers

Behavioral Health Services: 1-530-527-8491 ext. 3121

Medical Clinic: 1-530-527-0350

Public Health: 1-800-655-6854

Public Health Alternate: 1-530-527-6824

Substance Use Recovery Services: 1-530-527-789

This document is to be used as a resource and is not a guarantee of services by these providers. Please use this as an informational guide and contact the appropriate agency with questions regarding services they provide.

COUNSELING AND MENTAL HEALTH SERVICES

24-HOUR CRISIS SERVICES EMPOWER Tehama “Promoting safe & healthy relationships in Tehama County. Breaking the cycle of violence that affects an entire community begins with empowering individuals to make choices that are healthy and safe for themselves and those around them. Empower Tehama provides responsive services and intervention to victims of sexual assault, domestic violence and human trafficking.” Location: 1805 Walnut Street Red Bluff, Ca 96080 Contact: (530) 528-0226 (Toll Free) 1-800- 324-6473 Website: <https://empowertehama.org/> Last Verified On: 05/30/2024

Tehama County Health Services Agency (TCHSA) “TCHSA is an integrated agency that works to address the evolving health and human service needs of residents in Tehama County.” Location: 1850 Walnut Street Suite A Red Bluff, Ca 96080 Contact: (800) 240-3208 or (530) 527-8491 (530) 527-5637 (24-Hour Line) Website: <https://www.tehamacohealthservices.net/>

CRISIS HOTLINES

CA Youth Crisis Line (CYCL) “The California Youth Crisis Line operates 24/7 as the statewide emergency response system for youth (ages 12-24) and families in crisis. Professionally trained staff and volunteer counselors provide crisis intervention counseling and resource referrals to service providers in the caller’s local community. Contact: (800) 843-5200 Website: <https://calyouth.org/cycl/> Website: <https://nvcss.org/programs/northernvalley-talk-line/>

Trevor Lifeline “Website, chat, & text crisis support, specializing in LGBTQ youth suicide prevention.” Contact: (866) 488-7386 Text: START to 678678 Website: <https://www.thetrevorproject.org/gethelp-now/> Last Verified On: 05/30/2024 Last Verified: 05/30/20

MENTAL HEALTH PROGRAMS

Carelon Behavioral Health (formerly Beacon) “Behavioral health services company that serves the full spectrum of mental health and wellness needs, from mild-to-moderate anxiety and depression to substance use disorder, suicide prevention, and crisis solutions.” Contact: (855) 765-9703 Website: <https://www.carelon.com> Last Verified On: 05/30/2024

Strength After “If you are experiencing emotional distress or other mental health concerns after a disaster, the Disaster Distress Helpline is here for you 24/7. Our mission is to provide a hub to share stories of hope and recovery encompassing all types of natural and human-caused disaster.” Contact: (800) 985-5990 Website: <https://strenghtafterdisaster.org/> Last Verified On: 05/30/2024 Your Life Your Voice “You don’t have to face your problems alone. If you are having thoughts of harming yourself or you are being abused, please call us. These are serious issues that are best handled in one-on-one conversations with counselors. Counselors are ready for your call 24/7.” Contact: (800) 448-3000 Text: VOICE to 20121 Website: <https://www.yourlifeyourvoice.org/Pages/home.aspx> Last Veri

MATERNAL MENTAL HEALTH SUPPORT SERVICES

Tehama County Health Services Agency (TCHSA) “TCHSA is an integrated agency

that works to address the evolving health and human service needs of residents in Tehama County.” Location: 1850 Walnut Street Suite A Red Bluff, Ca 96080 Contact: (800) 240-3208 or (530) 527-8491 (530) 527-5637 (24-Hour Line) Website: <https://www.tehamacohealthservices.net/> Last Verified On: 05/30/2024

Women’s Connect to Wellness & Recovery “Program that is aimed at reducing the number of babies being exposed to substances during pregnancies.” Contact: (530) 229-8431 Website: <https://womensconnectshasta.com/> Last Verified On: 05/30/2024 Postpartum Support International: Contact: (800) 944-4773 Website: <http://www.postpartum.net/> Last Verified On: 05/30/2024 Postpartum Support International- DADS Chat with an Expert “Free call-in forum for dads facilitated by a perinatal mood disorder expert.” Date/Time: First Monday of each month at 5 p.m.” Call-In Number: 1-800-944-4773 Text in English: 800-944-4773 Text en Español: 971-203-7773 Website: <https://www.postpartum.net/gethelp/help-for-dads/> Last Verified On: 05/30/2024

FAMILY RESOURCES

Family Urgent Response System
(FURS): 833-939-3877

Virtual Support Services

- CalHOPE Warm Line: 833-317-HOPE(4673)
- Suicide Hotline: 988
- LGBTQ Hotline: 888-843-4564
- 24-hour Substance Abuse Helpline: 800-968-2636

For Access to Behavioral Health Services or the Crisis Line 800-240-3208

Tehama County Department of Education
1135 Lincoln St
Red Bluff Ca, 96080
530-527-5811

Foster & Kinship Care Education (FKCE) – Shasta College
Contact Sheri Wiggins Kimple
Department: Student Services
(530) 395-8546
Downtown Redding Campus | 1401 California Street, Room 9208 | Redding, CA 96001

Court Appointed Special Advocates (CASA)
Tehama County Office Location:
645 Antelope Blvd., Suite 15

Red Bluff, CA 96080

Far Northern Regional Center
Redding Office
1900 Churn Creek Rd Ste 114
Redding, CA 96002
(530) 222-4791

Chico Office
1377 E Lassen Ave
Chico, CA 95973
(530) 895-8633

Family Empowerment Center – Special Education Support
3330 Churn Creek Rd., Suite A-1
Redding, CA 96002

Phone: (530) 226-5129
Fax: (530) 226-5141
Email: info@rfenc.org

Wellness

Tehama Women, Infants & Children (WIC)
1850 Walnut Street Red Bluff, CA 96080
(530) 527-8491

Northern Valley Indian Health
2500 Main Street, Red Bluff, CA 96080
530-529-2567

Northern Valley Catholic Social Service
2400 Washington Ave
Redding, CA 96001-2832
(530) 241-0552

Tehama County Department of Social Services (TCDSS)
310 South Main Street, Red Bluff, CA 96080
Phone: (530) 527-1911

Free access to books and computers

Red Bluff Branch
545 Diamond Avenue
Red Bluff, CA 96080

(530) 527-0604

Corning Branch
740 3rd Street
Corning, CA 96021
(530) 824-7050

Los Molinos Branch
7881 State Highway 99E
Los Molinos, CA 96055
(530) 384-2772

CalFresh

Food stamp benefits for eligible families and people.

CalFresh Information Line (877) 847-3663

TEHAMA COUNTY TRIBAL RESOURCES ADVOCACY AND AWARENESS RESOURCES

National Indigenous Women's Resource Center "Provides resources for organizations to better serve Indigenous Women." Contact: (855) 649-7299 Website:

<https://www.niwrc.org/> Last

Verified On: 09/20/2024

Mending the Sacred Hoop "Provides training and resources to address violence against Native women and children." Contact: (888) 305-1650 Website: <https://mshoop.org/> Last

Verified On: 09/20/2024

CHILDREN & FAMILY RESOURCES

NICWA "Every year, the National Indian Child Welfare Association receives over 1,000 inquiries from individuals seeking assistance from our expert staff in any number of areas. Some people seek assistance tracing their Native ancestry. Others need help finding low-cost legal representation. But most of the inquiries we receive each year are from families who encounter the child welfare system and are uncertain of their rights. Often, they are also unclear who within their tribe can help them navigate complex legal and service systems."

Location: 5100 S Macadam Ave, Portland, OR 97239 Contact: (503) 222-4044 Website:

<https://www.nicwa.org/families/> Last Verified On: 08/15/2024

Tribal Early Start Program “The Early Intervention Program for Infants and Toddlers with Disabilities...The mission of California Tribal Families Coalition Tribal Early Start Outreach Program is to ensure that Regional Centers are providing equal access and services through Early Start to the most vulnerable of our Native American children and families.” Location: 3053 Freeport Boulevard, Suite 154 Sacramento, CA 95818 Contact: (916) 583-8289 Email: contact@caltribalfamilies.org Website: <https://caltribalfamilies.org/earlystart/> Last Verified On: 09/20/2024

DOMESTIC VIOLENCE RESOURCES

StrongHearts Native Helpline “StrongHearts Native Helpline is a domestic violence and dating violence helpline for American Indians and Alaska Natives, offering culturally appropriate support daily from 7 a.m. to 10 p.m. CT via phone and online chat..” Contact: (844) 762-8483 Website: <https://strongheartshelpline.org> Last Verified On: 09/20/2024

EDUCATION RESOURCES

Colusa Indian Community Council Education Resources “Our Services: After School Tutoring, Reading Support, Brigance Training, College/Scholarship Support, GED/Higher Education Support.” Location: 3740 State Highway 45 Colusa, CA 95932 Email: <https://www.colusa-nsn.gov/communityservices/contact-us-community-services/> Website: <https://www.colusansn.gov/community-services/education/> Last Verified On: 09/20/2024

American Indian College Fund Scholarships “The American Indian College Fund provides scholarships to American Indian and Alaska Native college students who are enrolled in certificate, undergraduate, or graduate programs at tribal colleges and universities, or nonprofit, accredited schools.” Location: 8333 Greenwood Boulevard Denver, CO 80221 Contact: (800) 776-3863 Website: <https://collegefund.org/students/scholarships/> Last Verified On: 09/20/2024

American Indian Education Fund “The American Indian Education Fund® (AIEF), a program of Partnership with Native Americans® (PWNA), offers scholarships, literacy programs, and school supplies to help end the cycle of poverty and help Native American students realize their educational dreams.” Location: 16415 Addison Road, Suite 200 Addison, TX 75001 Contact: (800) 416-8102 Website: <https://nativepartnership.org/aief/> Last Verified On: 09/20/2024

Indian Health Service Scholarship Program “The Indian Health Service (IHS) offers three scholarships for American Indian and Alaska Native students in order to educate and train health professionals to staff Indian health programs. We strive to develop our next generation of leaders, as well as help make the pursuit of a meaningful career in Indian health attainable for American Indian and Alaska Native students.” Location: 5600 Fishers Lane Rockville, MD 20857 Website: <https://www.ihs.gov/scholarship/scholarships/> Last Verified On: 09/20/2024

FINANCIAL ASSISTANCE

California Tribal TANF Partnership “The California Tribal TANF Partnership (CTTP) program utilizes federal and state funds to support a variety of temporary services to Indian families. An eligible Indian child must reside in the home and meet the financial eligibility criteria. These temporary services include cash assistance, educational activities designed to increase the family selfsufficiency, welfare diversion assistance, and supportive services” Location: 1022 Jefferson Street Red Bluff, CA 96080 Contact: (209) 257-6155 Website: <https://cttp.net/services> Last Verified On: 09/20/2024

FOOD ASSISTANCE

Food Distribution Program on Indian Reservations (FDPIR) “The Food Distribution Program on Indian Reservations (FDPIR) provides monthly packages of healthy food. You may be eligible based on income, tribal membership, and where you live.” Website: <https://www.usa.gov/nativeamerican-food-programs> Last Verified On: 09/20/2024

One Sky Center “Provides resources and a “Find a Therapist” locator for treating mental health and substance use disorder within Native American communities.” Contact: (503) 970-7895 Website: <https://www.oneskycenter.org/osc/resources/consultant-database/browse-director/> Last Verified On: 09/20/2024

Indian Country Child Trauma Center “A SAMHSA-funded program established to develop training, technical assistance, program development and resources on traumainformed care to tribal communities. Oklahoma City-based center specializes in treatment of Native American children that live with trauma and sexual abuse.” Contact: (405) 271-8858 Website: <https://www.icctc.org/> Last Verified On: 09/20/2024

HOUSING RESOURCES

Northern California Indian Development Council (NCIDC) “The Northern California Indian Development Council, Inc. is a private nonprofit corporation that annually provides services to 14,000 to 15,000 clients statewide. NCIDC was established in 1976 to research, develop and administer social and economic development programs designed to meet the needs of Indian and Native American Communities.” Location: 145 Alverda Drive Oroville, CA 95966 Contact: 530-842-6157 Website: <https://ncidc.org/regional-services/oroville-field-office> Last Verified On: 08/15/2024

Housing Improvement Program (HIP) “Seeks to enhance the quality of life of qualified individuals by addressing sub-standard housing and homelessness for members of federally recognized Tribes.” Website: <https://www.bia.gov/bia/ois/dhs/housingprogram> Last Verified On: 09/30/2024

Section 184 Indian Housing Loan Guarantee Program “The Section 184 Indian Home Loan Guarantee Program is a home mortgage product specifically designed for American Indian and Alaska Native families, Alaska villages, tribes, or tribally designated housing entities.” Website: https://www.hud.gov/program_offices/public_in_dian_housing/ih/homeownership/184 Last Verified On: 09/20/2024

INJURY PREVENTION RESOURCES

Injuries as a Public Health Concern “This widely-recognized program works with tribes and partners to reduce the disproportionate impact of injuries on Indian people.” Website: <https://www.ihs.gov/InjuryPrevention/> Last Verified On: 07/11/2024

PERINATAL RESOURCES

American Indian Maternal Support Services- DHCS “The Primary, Rural, and Indian Health Department (PRIHD) administers the American Indian Maternal Support Services AIMSS program. AIMSS provides perinatal case management and home visitation program services to focus on the health of American Indian women during and after pregnancy as well as the care of American Indian infants for their first year of life.” Contact: (916) 713-8611 Website: <https://www.dhcs.ca.gov/services/rural/Pages/AIMSSProgram.aspx> Last Verified On: 08/15/2024

SUICIDE PREVENTION RESOURCES

WERNATIVE “Are you feeling desperate and hopeless? Are you alone with no one to talk to? Are you worried you might hurt yourself or someone else or commit suicide?” Call: 988 Text: 988 Website: <https://www.wernative.org/articles/wanting-to-end-your-life> Last Verified On: 08/15/2024 988 Lifeline “If you are in need of support, you can call, text, or chat with 988. We are available 24/7. The 988 Lifeline works to ensure that all people have access to the support and resources reflective of their own needs. We are always here for you.” Contact: 988 Website: <https://988lifeline.org/helpyourself/native-american-indian-indigenousalaska-natives/> Last Verified On: 09/20/2024

American Indian Education Fund “The American Indian Education Fund® (AIEF), a program of Partnership with Native Americans® (PWNA), offers scholarships, literacy programs, and school supplies to help end the cycle of poverty and help Native American students realize their educational dreams.” Location: 16415 Addison Road, Suite 200 Addison, TX 75001 Contact: (800) 416-8102 Website: <https://nativepartnership.org/aief/> Last Verified On: 09/20/2024

Indian Health Service Scholarship Program “The Indian Health Service (IHS) offers three scholarships for American Indian and Alaska Native students in order to educate and train health professionals to staff Indian health programs. We strive to develop our next generation of leaders, as well as help make the pursuit of a meaningful career in Indian health attainable for American Indian and Alaska Native students.” Location: 5600 Fishers Lane Rockville, MD 20857 Website: <https://www.ihs.gov/scholarship/scholarships/> Last Verified On: 09/20/2024

Site Family Engagement Policy

Title I, Part A School-Level Parent and Family Engagement Policy

2024-25 Tehama Oaks

The school is committed to parent and family engagement, with the support of Title I, Part A. While parents and families in the school are diverse in culture, language and needs, they all share a commitment to academic success of their children. Therefore, the school strives to lead our students to success with the full support and involvement of families and the community.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). ESSA Section 1116[b][1]

To involve parents in the Title I, Part A programs, the following practices have been established.

The school will:

- Convene an annual meeting to inform parents about the Title I Program
- Hold student/parent involvement/education meetings at varying times
- Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy
- Educate staff members on the value of parent and family member contributions and how to work with them as equal partners

Communication and Accessibility

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

If requested by parents of Title I, Part A students, the school provides opportunities that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4)[A]).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Details about the annual meetings:

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Details about the meetings:

Each spring, the School Advisory Committees (SSC/CAC/PAC) will agendize a topic to discuss a flexible meeting schedule with community partners for the following year. In addition, the school will:

- Make every effort to schedule meetings at a variety of times to allow parents and family members opportunities to attend

- Hold the Title 1 Parent Meeting each fall at a convenient time for parents
- Notify parents in a format, and where practicable, a language they will understand
- Provide timely information in the following ways:
 - School website
 - Letters home, including email communication
 - In-person meetings and other forms of two-way communication
- Accommodate a request for a meeting with any staff member or school administrator working with their student
- Provide the opportunity for public comment at regularly scheduled school advisory meetings
- Provide an annual LCAP Survey and community partner meetings
- Consider the various needs of community partners when sending communication or providing trainings, including needs resulting from disability, language, and mobility barriers

Engagement of Parents

The school involves parents in the development of the required Parent and Family Engagement Plan when it:

- Provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).
- Involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).
- Provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

The school will engage families in the decision-making process in the following ways:

- Recruit parents for open council positions by providing:
 - training and ongoing support in council membership roles and responsibilities
- Include adequate representation of parents and family members of participating students on advisory councils ● Elicit feedback from and share out with other advisory councils and community partner groups information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy

The school will provide engagement activities for students and families once a semester.

The school will provide information on curriculum, assessments and student progress in the following ways: ●

In person meetings, including parent-teacher conferences

- Parent education trainings/seminars
- Written communication, including email
- Aeries Parent/Student Portal

Building Capacity

Per ESSA Section 1116[e][1-4], the school:

1. Coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their students.
2. Provide Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement.
3. Provides Title I, Part A parents with assistance in understanding the state's academic content standards, and assessments, and how to monitor and improve the achievement of their children.
4. Engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement.

Meaningful interactions may include:

- Community partnerships
- Two-way communication
- Remote or virtual access to allow parents/community partners to participate from any location
- Site Transition Specialist support, as needed
- Annual site activities as partnered with Tehama County Probation (e.g. workshops aligned to educating parents on academic standards; and potlucks with guest speaker on specific topic)

Assistance may include:

- Materials and trainings to address academic and social-emotional needs
 - Once each semester
 - Include topics, as appropriate, identified by students/parents/family members
 - Provide strategies to increase foundational math and literacy skills

Trainings may include:

- Research-based curriculum resources to include, academic and/or social-emotional learning
- Community partner guest speakers
- Community resources (including local Behavioral Health agencies)

Staff Training

With the assistance of Title I, Part A parents, the school educates staff members on the value of parent contributions, and how to work with parents as equal partners (ESSA Section 1116[e][3]).

The school may offer:

- Staff trainings and/or train the trainer model for parent and family engagement
- Annual Title I Meeting and other LEA provided parent and family engagement resources
- New staff and continuing education training
- District parent and family engagement coordinator support
- Information on the school website

Parent Compact

Title I, Part A School-Parent Compact 2024-25 Tehama Oaks Tehama County Department of Education

Tehama Oaks School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership that will help students achieve the State high academic standards (ESSA Section 1116[d]).

Curriculum and Instruction

School Responsibilities:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards as follows:

- Teachers are trained to provide instruction using a curriculum aligned to State Content standards.
- Assign work that is relevant and interesting.
- A Multi-Tiered System of Support is implemented schoolwide to meet the individual needs of students.
- Teacher release time occurs for ongoing professional development. Teachers and staff also use this time to identify strategies to address the individual needs of students.
- Strive to address the individual needs of your student.
- Provide a safe, positive, and healthy learning environment for your student.
- Provide parents and family members with materials and training to help them improve the academic achievement of their student
- Include, as appropriate, topics identified by parents/ family members
- Provide training and information in a format, and where practicable, a language that parents and family members can understand
- Conduct other activities to encourage and support parents and family members in more fully participating in their student's education

Parent Responsibilities:

- Log into Aeries and monitor my student's academic growth.
- Follow all school policies (refer to handbook).
- Encourage student to participate in school and perform to their best ability.
- Encourage the student to complete their schoolwork.

Communication

School Responsibilities:

Provide ongoing communication opportunities to parents and family members with reasonable access to staff and frequent reports on their student's progress. Specifically, the school will provide:

- Conferences:
 - A conference request form is available on the school website. Parents/guardians can request a conference with their student's teacher, the school's transition specialist, and/or the principal at any time. Parents are made aware of this opportunity upon enrollment by phone and by mail in the welcome packet sent home upon student enrollment.
- Progress Reports:
 - The school's Transition Specialist sends an academic summary letter and contacts parents/guardians by phone to begin student transition planning by the 20th day of school enrollment. Report cards are sent home tri-annually after the Fall, Spring, and Summer semesters.
 - Official transcripts are available upon request and can be provided within 24 hours.
 - Parents/guardians also have access to the Aeries Parent Portal upon request
- Access to Staff:
 - Tehama Oaks is located in the secure Juvenile Justice Center in Tehama County, therefore opportunities for parents/guardians to volunteer, observe, and participate in their student's classes are restricted by the Tehama County Probation Department. However, parents have unrestricted access to all Tehama Oaks staff by phone and email.
 - Staff respond to email and phone messages in a timely manner
 - Appointments are available with any staff member working with the student
- Regular two-way, meaningful communication:
 - Tehama Oaks staff works to involve parents/guardians in a variety of ways including Graduation Ceremonies, Transition Planning, Welcome Packets, and in-person and virtual conferences.
 - Translation services are provided by the Tehama County Department of Education as needed for documents and conferences.

Parent Responsibilities:

- Communicate with the school promptly regarding concerns, comments, or questions related to my student's classes
- Communicate with the school by promptly reading notices and contacting the school as necessary
- Communicate with the school Transition Specialist to support the planning of my student's future
- Communicate with my student during visitations about their education by asking questions and engaging in academic conversations

Acknowledgment of Receipt

Tehama County Office of Education

2024-2025 Acknowledgment of Receipt and Review

Dear Parent/Guardian:

The Tehama County Office of Education is required to annually notify parents and legal guardians of minor students, their rights and responsibilities in accordance with Education Code section 48980.

Should your student be enrolling in Tehama County Schools for the first time, a copy of your student's school records will be requested from their former school. You have a right to receive a copy of the record and a right to challenge the content of the record. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the school office.

Please complete the "Acknowledgment of Receipt and Review" form below and return it to your

student's school. ACKNOWLEDGMENT OF RECEIPT AND REVIEW

Pursuant to Education Code section 48982, the parent/guardian shall sign this notice and return it to the school. Signature on the notice is an acknowledgment by the parent or guardian that he or she has been informed of his or her rights and does not indicate that consent to participate in any particular program or activity has been given or withheld.

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Telephone Number: _____

Date: _____

Signature of Parent/Guardian (if student is under 18)

Date: _____

Signature of Student (if student is 18 or older)