

2026-2027 ANNUAL PARENT & STUDENT HANDBOOK



TABLE OF CONTENTS

GENERAL INFORMATION.....	4
Welcome.....	4
School Mission Statement	4
School Address.....	4
School Telephone.....	4
School Website	4
Dates to Remember	4
Daily Schedule	4
Staff Directory	5
Enrollment and Disenrollment	5
Handbook Accessibility	8
BEHAVIOR	8
School Rules and Discipline.....	8
Student Expectation	9
Dress and Grooming.....	10
Gang Related Apparel.....	10
Care of School Materials and Repayment.....	10
Student Cell Phones and Personal Items	11
Sexual Harassment.....	11
Student Conduct.....	12
Suspension.....	12
ACADEMICS.....	12
Academic Policies	12
Academic Integrity	13
High School Courses-Core and Elective	17
Homework, Make-up Work, Extra Credit	18
Graduation Requirements.....	18
State and Local Assessments	20
Grades and Repeating Classes.....	21
STUDENT HEALTH AND SUPPORTS	23
Guidance and Counseling Programs.....	23
Medical and Medication.....	26
Comprehensive Sexual Health & HIV/AIDS Instruction.....	27
Suicide Prevention	28
Food Services	29
SAFETY	29
Data and Student Privacy	29
Emergency Procedures.....	30
Comprehensive School Safety Plan	32
Volunteers and Visitors.....	32
Field Trips and Transportation of Students	32
Procedures for Student Injury.....	33

Annual School Climate Survey	33
Dangers of Synthetic Drugs.....	33
Firearms Parent Notification	33
ENGAGEMENT	33
Communication, Conferences and Staff Accessibility	33
Parent-Community Engagement Opportunities.....	34
SCHOOL SITE STAFF	35
Staff Professional Learning	35
ATTENDANCE	35
Pupil Attendance and Absences	35
Late Arrival and Early Departure Instructions.....	36
Truancy	37
APPENDIX: STATE AND FEDERAL REQUIREMENTS.....	38
AB2022 Mental Health Services	38
Butte County Behavioral Health Inserts	39
Site Family Engagement Policy.....	64
School Compact	67
School Calendar	68
Know Your Rights.....	69
Butte County Office of Education 5131.2 Bullying.....	73
Butte County Office of Education AR 5131.2 Bullying	74
Annual Notification: Release of Student Directory Information.....	84
Opt-Out Request Form: Release of Student Directory Information	85
Parent / Guardian Consent for AI Tools	86
Acknowledgment of Receipt.....	87

GENERAL INFORMATION

Welcome

Dear Students/Parents/Guardians,

Welcome to the 2026-2027 school year! All staff extend the sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the policies, regulations, and procedures of both the school and their programs.

In keeping with the policies of Butte County Office of Education (BCOE), the purpose of the school is 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 rules and regulations that are established to achieve these objectives.

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

School Mission Statement

Bring inspiration and personalization to every student's educational experience.

School Address

2280 6th Street
Oroville, CA 95965

School Telephone

(530) 532-5848

School Website

www.hearthstoneschool.net

Dates to Remember

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

Daily Schedule

School Hours: Monday through Friday 8:00am to 4:00pm

Elementary & Middle School Classes: Tuesday/Thursday

High School Classes: Monday/Wednesday/Friday

Check the website for updates.

Staff Directory

First	Last	Extension	Zoom Phone	Title
Kelly	Haight	1101	(530) 712-2298	Principal
Mary	McCall	1200	N/A	Sr. Administrative Assistant
Marisa	Vang	1100	N/A	Sr. Administrative Assistant
Christie	McKeehan	1107	(530) 712-2292	Library Media Technology Support
Jennifer	Blomquist	1148	(530) 712-2284	School Counselor
Katelyn	Bell	1165	(530) 712-2277	Teacher
Kloe	Brooks	1127	(530) 712-2280	Teacher
Jenni	Durand	1149	(530) 712-2285	Teacher
Garrett	Edwards	1119	(530) 712-2297	Teacher
Erica	Gorden	7459	(530) 879-7459	Teacher
Jessie	Hathorn	1167	(530) 712-2290	Teacher
Lizz	Holguin	1151	(530) 712-2286	Teacher
Michael	Martinez	2306	(530) 433-2306	Teacher
Jan	Mathews	1156	(530) 712-2281	Teacher
Nikki	Ramey	1162	(530) 712-2278	Teacher
Julie	Skinner	1304	(530) 433-2325	Teacher
Mark	Abbay	1158	(530) 712-2289	CTE Teacher
Tonya	Paul	1168	(530) 712-2276	CTE Teacher
Laurie	Hansen	1104	(530) 712-2291	Special Education/RSP Teacher
Shawna	Hutsell	1130	(530) 712-2295	Special Education/RSP Teacher
Scott	Loucks	0	N/A	Instructional Paraprofessional
Denise	Sahagun	0	N/A	Instructional Paraprofessional
Lisa	Schmidt	0	N/A	Instructional Paraprofessional
Samantha	Farris	0	N/A	Instructional Paraprofessional
Amber	Paton	1155	(530) 712-2288	Parent Liaison
Rebecca	DeWitt-Biggs	1018	(530) 712-2269	School Nurse
Anna	Meehan	1124	(530) 712-2229	Speech Therapist
Erinn	Bromley	1132	(530) 712-2293	Wellness Clinician
Briceida	Silva	1135	(530) 712-2293	Wellness Coach
Cody	Walsh	5799	N/A	Community School Coordinator
Matthew	Trumm	0	N/A	Garden Coordinator

Enrollment and Disenrollment

Enrollment Process:

1. Complete online interest form at www.hearthstoneschool.net.
A Hearthstone School employee will contact you for the following:
2. Attend an optional information meeting and school tour.
3. Complete online registration and turn in listed required and suggested paperwork.
4. Attend registration meeting with a school employee.
5. Welcome to Hearthstone School and reach out to any school employee for assistance. We are here to ensure your child's academic success.

Disenrollment:

The Disenrollment policy covers EC 47605(J), 51746(b), 51749.5(7), 55749.5 (a)(7)(C), 47605(d)(4) and (b)(5)(J)(iii)

Overview: California Education Code Section 55749.5 (a)(7)(C) requires the monitoring and notification if satisfactory educational progress is not being made to conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether he or she should be referred to an alternative program, which may include, but is not limited to, a regular school program.

Reasons for Disenrollment:

- 1) Transfer/Withdraw: Hearthstone School is a school of choice. Students may choose to transfer to another educational setting at any time.
- 2) No Show/No Contact: The school shall disenroll any student who has failed to attend scheduled meetings or classes with no communication, upon enrollment. In the case of a no show/no contact situation, the following will occur:
 - a) Within the first three (3) days following the start of enrollment, the supervising teacher shall attempt to contact the student's parent/guardian and document all attempted phone contacts in Aeries.
 - b) If the student has not begun the school year by the fourth (4th) day and no response has been received from the parent/guardian despite daily phone attempts, the supervising teacher shall attempt to contact the parent/guardian using the phone numbers listed in the student's emergency contacts.
 - c) If the student has not begun the school year by the fourth (4th) day and no response has been received from the parent/guardian despite daily phone attempts, the supervising teacher shall send a "Failure to Enroll" letter to the student's last known address.

Disenrollment Based on Inadequate Academic Progress:

The school shall continually verify adequate academic progress by students in its independent study program. At Hearthstone School, inadequate progress equates to a student's truancy status. Truancy is defined as excessive missed assignments, missed bi-monthly meetings or appointments, and/or lack of proper communication. Tiered reengagement and outreach strategies for all pupils who are absent from independent study for greater than three (3) school days, or 60% of the instructional days in a school week, shall include all the following:

- Regularly verify the school has the correct parent/guardian contact information for each student enrolled.
- Notify parents/guardians daily of absences and require a student-parent-educator conference to review a student's written learning agreement and reconsider the independent study course's impact on the student's achievement and well-being.
- Identify barriers to attendance/participation and provide Tier 1-3 support, including health and social services, as necessary.

The signed Master Agreement requires the meeting of a minimum assignment goal or process to determine if this program is in the student's best interest.

If a student is truant, the following will occur:

1st Occurrence

1. The Supervising Teacher is to submit a Truancy Report. This first step requires the Supervising Teacher, parent, and student to meet and discuss a plan for improvement. All parties are required to sign Truancy Letter #1 and plan for improvement. A reengagement meeting may be held in place of this meeting.
2. The Supervising Teacher should increase the frequency of the meeting schedule to every week.

3. The Truancy Report is then sent to the School Principal/designee. The School Principal/designee is to review this form and previous student records.
4. The School Principal/designee shall determine if:
 - a. The body of work assigned is appropriate and reasonable.
 - b. The plan for improvement is appropriate for the particular student.

2nd Occurrence

1. Supervising Teacher is to complete a Truancy Report and forward documentation immediately to the School Principal/designee.
2. School Principal/designee should again review assignments and prior plan for improvement and contact the Supervising Teacher and any other pertinent staff to determine if there are circumstances that need consideration.
3. School Principal/designee sends Truancy Letter #2 to the parent/guardian.
4. School Principal/designee, Supervising Teacher, parent, and student will hold a reengagement meeting to determine what further steps should be taken to help the student successfully complete their assignments. Supervising Teacher continues weekly meetings. Other support options include increased academic support, academic and social-emotional counseling, and local contracted referrals for short and long-term services related to the student identified needs.

3rd Occurrence

1. Supervising Teacher is to complete a Truancy Report and return it to the School Principal/designee.
2. The School Principal/designee sends Truancy Letter #3 to the parent/guardian. This letter includes a notification of enrollment termination and Charter School Complaint Notice. (EC) Section 47605(d)(4) and (b)(5)(J)(iii).
3. The student will be withdrawn from the school, and the district of residence will be notified unless the parent/guardian requests an appeal within five (5) working days of the date of Truancy Letter #3.
4. A special meeting with the School Principal/designee, Supervising Teacher, parent, and student may be necessary when a parent requests an appeal.
5. If the parent fails to respond by the predetermined disenrollment date, the student will be withdrawn.

Students Inadequate Progress Policy for Student with an IEP:

1. Truancy Letters are issued to all students in order to alert the student and the parent of the following:
 - a. The student has missed excessive assignments, missed meetings or appointments, and/or lack of proper communication to be in our program which follows Independent Study regulations.
 - b. The Personalized Learning setting may not be appropriate.
 - c. The Personalized Learning System of education may be contrary to the best interest of the student.
2. Students who have qualified for Special Education services often meet with other certificated professionals in addition to their Supervising Teacher. All certificated personnel who work with a student must alert the Supervising Teacher when assignments are not completed so that the

teacher can issue the Truancy Letter to the student. Supervising Teacher must issue a Truancy Letter for a student with an IEP according to the procedures for all students.

- a. All certificated personnel who work with a student with an IEP must report truancy violations so that the Supervising Teacher can issue a Truancy Letter according to the procedures for all students.
 - b. After Truancy Letter #2, the School Principal/designee must be contacted and an IEP scheduled.
3. A Manifestation of Determination IEP will occur before notification of enrollment termination.

Handbook Accessibility

This handbook is available on the school website, and a printed copy is available at the school office upon request.

BEHAVIOR

School Rules and Discipline

Philosophy of Discipline: At Hearthstone School, our goal is to maintain a safe and engaging learning environment for all students. In order to do so we uphold high expectations for students' ethical and behavioral choices. We also take an objective view of behavior, recognizing that home, family, community issues, and trauma can impact a student's social-emotional development. We have adopted Positive Behavior Intervention and Supports (PBIS) and Restorative Practices as positive discipline measures that preemptively instruct students about expectations and personal accountability.

Positive Behavior Intervention Systems (PBIS)

Positive Behavior Interventions and Supports is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through interventions ranging from a schoolwide system to a system for developing individualized plans for specific students. Schoolwide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school climate.

What is PBIS at Hearthstone School?

At Hearthstone School, we SOAR - Safe, Open-minded, Accountable and Respectful

All students receive Tier I supports, such as positive reinforcement of student behaviors, access to the curriculum and help when needed. We set high expectations and help students meet them.

If students are not responding to all of the Tier I supports, they may need more services. Tier II supports are based on the root cause of behavior and monitored closely with the expectation that students will not need extra support long term.

Why do we have schoolwide expectations?

The Behavior Expectations Matrix uses schoolwide rules to identify specific behavioral expectations across school settings. All staff and students are expected to know the schoolwide rules. To be most effective, regular reinforcement using the schoolwide expectations will be part of the school culture.

How do we recognize students for positive behaviors?

We recognize positive behavior by giving Dragon Scales. Ideally, students should be given a Dragon Scale immediately following the appropriate behavior and be told exactly why they received the reward. In order to promote expected behavior, students need to know when and why they are being acknowledged. Dragon Scales may be spent in the student store for school supplies, snacks, and toys.

Restorative Practices

Restorative Practices are a set of principles and processes that aim to establish, maintain, and repair relationships. When harm occurs, restorative practices focus on meeting the needs of those affected by the harm while giving voice to the person who caused harm. Students experience firsthand the impact of their actions, allowing them to develop empathy, engage in collaborative problem solving, and take accountability for the harm they have caused. The aim of restorative practices is to heal relationships rather than to punish. Restorative practices are not disciplinary actions and should not be considered disciplinary responses to inappropriate behavior. A student who participates in restorative practices is still eligible and should receive a logical consequence.

Examples of restorative practices are:

Restorative questions: The restorative questions are part of an informal conversation between a student and a staff member in response to a challenging behavior or situation. The questions promote student reflection and accountability.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Student Expectation

Hearthstone School students are expected to follow the SOAR guidelines:

- Safe
- Open Minded
- Accountable
- Respectful

When we live by the SOAR expectations, we:	And we DO NOT accept:
Treat ourselves and others with respect	Bullying and intimidation
Listen to others	Weapons
Are drug free	Fights, threats, and violence
Keep our school clean	Drug possession and sale
Have healthy friendships	Vandalism
Produce our own work	Gang activity
Maintain honesty and integrity	Cheating and plagiarism
Show empathy and compassion	Forgery
Respect the property of the school and others	Sexual harassment
Appreciate differences	Prejudice and hate crimes
Engage in safe activities	Robbery and theft

	Conduct that is disruptive to learning environments
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Hearthstone School has developed a progressive discipline matrix to provide evidence-based supports, interventions, and logical consequences to ensure that unwanted student behaviors are addressed in a productive and educational manner.

Dress and Grooming

All clothing must cover the entire midriff, chest, buttocks, and undergarment area when standing, walking, or sitting. Transparent clothing and clothing designed to be worn as an undergarment are not permitted. The supervising Hearthstone teacher reserves the right to determine appropriate dress and to take corrective action, which may include requiring the student to change their clothing, put on an over layer or leave the school premises when the mode of dress is in question. Parents will be notified if corrective action is taken.

Gang Related Apparel

The principal shall define “gang-related apparel” and shall limit this definition to apparel that could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Such apparel shall not be permitted on a school campus.

Care of School Materials and Repayment

Students/Parents who wish to check out a Google Chromebook device provided by Butte County Office of Education (BCOE) must read and sign an agreement. Once completed this form must be submitted to Hearthstone’s Library Media Tech Support provider.

Details of the agreement are as follows:

1. The student agrees to take full responsibility for his or her device.
2. BCOE shall not be liable for the loss, damage, misuse, or theft of the Chromebook.
3. Students are responsible for the proper care of their provided Chromebook, including any costs of repair, replacement or any modifications needed to use the device.
4. BCOE reserves the right to inspect a student’s issued Chromebook if there is reason to believe that the student has violated the terms of the Acceptable Use Policy or has engaged in other misconduct while using the device.
5. BCOE shall not be held responsible for the security of the Chromebook.
6. Data accessed on the devices is used at the student/parents’ own risk.
7. BCOE The Student Programs and Educational Support Division will provide web filtering services for the provided Chromebook using a third-party application. This application will allow BCOE to monitor student web filter traffic along with GPS location while using the Chromebook.
8. Failure to abide by the terms and conditions of this agreement may result in the removal of the device from the assigned user.
9. All technology devices must be returned at the end of the school year to be updated, serviced, and stored safely for the summer. Students who withdraw, are suspended or expelled, or terminate enrollment for any reason, must return their issued technology device within 10 days.
10. Parents are responsible for downloading and storing all personal images or data prior to returning the Chromebook. BCOE will not be responsible for any lost data.

If a student fails to return the Chromebook at the end of the school year or upon termination of enrollment, that parent/guardian will be subject to criminal prosecution or civil liability. The parent/guardian will also pay the replacement cost of the Chromebook. Failure to return the

Chromebook will result in a theft report being filed with the local police department and/or grades, diploma, and transcripts being withheld.

Student Cell Phones and Personal Items

Cell phones are off or silenced and out of sight during scheduled classes and academic supports. Any phone in view will be confiscated until the end of the day. The cell phone policy applies to all students and visitors.

Cell phones may be used during breaks, lunch, and before or after school. Parents are to call the front desk, (530) 532-5848 ext. 0 to contact their child or to deliver a message.

Consequences:

- First offense: Staff will collect the phone for the student to pick up from the school office at the end of the day.
- Second offense: Parent is notified and must pick up the phone from the school office.
- Third offense: The student is not allowed to bring their phone to school.
- Fourth offense: Suspension or restorative justice approach.

Sexual Harassment

Instruction/Information

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

1. What acts and behaviors 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 has 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 observed the incident shall report to the non-discrimination coordinator or Deputy 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 has happened, 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.

Student Conduct

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. No physical violence or threat of physical violence is tolerated on campus including travel to and from campus.
2. Be considerate in their relationships with students, teachers, and staff.
3. Keep their language, clothing, and gestures respectful and free of profanities and obscenities.
4. Follow all rules and procedures given in the Parent and Student Code of Behavior and Handbook.
5. Keep hands, feet, and objects to themselves. This includes rough housing and "playing around".
6. Follow classroom procedures established by each teacher. Be in the right place at the right time.
7. Interact appropriately. This includes no excessive displays of affection.

Conduct Code Procedures

At the beginning of the school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. 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. If a student must be removed from the school and a discipline form cannot be filled out and submitted immediately, staff should verbally notify the unit of the incident and discipline taken.

Acceptable discipline techniques include, but are not limited to:

1. Use of positive behavior supports
2. Warnings and reduction of inappropriate behaviors to appropriate on task behaviors
3. Teacher-Parent-Student conference
4. Social-emotional learning instruction
5. Instruction in pro-social behavior or anger management
6. Use of restorative practices
7. Referral to counseling
8. Convening a Student Study Team

Suspension

1. Suspension is a consequence of serious misbehavior. Students who are suspended will be excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. The student may not be on or near any school grounds (within 600 feet in any direction) while they are suspended from school. Absence from school due to suspension is unexcused, and class work is made up at the discretion of the teacher.
2. A teacher may suspend any student from his or her class for the day of and the day following any acts enumerated in Ed Code Section 48900.
3. 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.

ACADEMICS

Academic Policies

The Hearthstone School staff make every effort to set up students for academic success; however, students and parents/guardians must equally participate by keeping appointments and ensuring that students complete their work. If a student is struggling to complete their assignments, it is essential that

the student or parent contact the teacher right away by telephone or email. It is equally important that students attend each meeting with the teacher. If a student is unable to attend a meeting, the parent shall call the teacher as soon as possible to notify the teacher. At Hearthstone School, inadequate progress equates to a student's truancy status. Truancy is defined as excessive missed assignments, missed meetings or appointments, and/or lack of proper communication. Students with three Truancy violations will be withdrawn from the program, as stated in the Disenrollment Policy.

Engagement

The following responsibilities are a list of practices that will ensure the success of your child within an Independent Study program..

Parent Responsibilities

As parents, we agree to support our children's learning:

- Provide first instruction for my child (K-8), monitor work completion
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings, follow all school policies (refer to handbook) and participate in decisions related to my child's education
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings and pick up no later than 15 minutes after
- Ensure that my student has schoolwork to complete with them if they are on campus for longer than 15 unstructured minutes

Student Responsibilities

As students, we share the responsibility to improve our academic achievement. We agree to:

- Share notices and information received from the school with my parent or guardian
- Complete and turn in my work on time, stay current on school activities and events
- Arrive at meetings and classes prepared, on time, and ready to learn
- Communicate with my parent/guardian about my learning and ask for help when I need it
- Contact my teachers promptly if I need help or have questions with my assignments
- Bring schoolwork if I am on campus, and study in the appropriate areas
- Follow the S.O.A.R behavior expectations at all times

Academic Integrity

Academic Integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. All members of the school community have responsibilities relating to Academic Integrity.

Responsibilities
<u>Student Responsibilities:</u> Submit original work and give credit to other people's ideas. Homework is done on time and on your own, when appropriate. Ask for help from teachers. Surround yourself with a positive environment. Use good time management: balance schoolwork with extracurricular activities. Do not cheat or get involved in any form of plagiarism. Take pride in your work. Actively participate in class and ask questions.

Come to school.
 Help peers prevent and avoid cheating.
 Do not share work with other students.
 Review Academic Integrity Policy with parents/guardians.

Parental Responsibilities:

Communicate to student the values of moral and ethical behavior.
 Support the student's efforts, but not edit, type, or in any other way do the work.
 Encourage wise use of time.
 Encourage the highest standards of academic behavior from the students and their peers.
 Certify agreement and knowledge of policy when registering students for school yearly.

Consequences of Violations

Hearthstone School considers violations of its Academic Integrity Policy to be serious offenses and has therefore instituted the following consequences. The consequences apply on a schoolwide basis, i.e., a violation in one class follows a student to another class or subject matter within the school and are cumulative for all the years a student is enrolled at Hearthstone School.

Violations

Category A Violations include, but are not limited to:

- Claiming credit for work in a group project when work was done by others
 Copying any minor assignment, such as a one-night homework assignment (not including quizzes, tests, or essays) assigned to be done independently
- If it is not clear which student did the original work, and which student copied the work, both are guilty of a Category A violation
- Collaboration on a minor assignment in a manner inconsistent with explicit and implicit expectations of the assignment for individual work
- Sharing work on a minor assignment with another student with reasonable expectation and intention that the other student might plagiarize that work

Category B Violations include, but are not limited to:

- Any violation on a major assignment (such as tests, quizzes, labs, projects, essays, assignments requiring multiple days to complete, and more) that is inconsistent with the descriptions set forth in the Category A violations above.
- Submitting plagiarized work, (other than copying a minor assignment as defined in Category A).
- In the case of work plagiarized between students, if it is not clear which student did the original work, and which student plagiarized the work, both students are guilty of a Category B violation.
- Looking at another student's work or paper during an exam, test, or quiz.
- Talking to or communicating with another student during an exam, test, or quiz.
- Using any unauthorized material or device during an exam, test, or quiz.
- Giving or receiving quiz or test information, in any form, to or from students in other periods of the same course or from previous school years.
- Lying or deception about completion or submission of work (i.e., telling a teacher they "lost" work never turned in).

Category C Violations include, but are not limited to:

- Altering a returned quiz, test, or major assignment with the purpose of deceiving the teacher about the student's performance on that assignment.
- Sharing, stealing, forwarding, or photographing major assignments, essays, projects, or exams (including computer-adaptive statewide assessments).
- Altering grades on a computer database or in a grade book.
- Accessing and/or using and/or purchasing and/or selling copyrighted test bank questions, essays, or any materials designed for instructor's use only.
- Accessing and/or using and/or purchasing and/or selling restricted exam or related material obtained through unregulated websites.

Consequences include, but are not limited to:

Category A

- Student receives a zero on the assignment.
- Teacher may require the student to redo the assignment to evaluate understanding of material.
- Teacher notifies parent (via email, phone call, or at a teacher-parent meeting)
- Teacher notifies administrator.
- Administrator logs offense in Aeries and meets with the student to review the Academic Integrity Policy.
- Teacher can require the student to redo the assignment under supervision at detention and teacher can award partial credit.

Category B

- Student receives a zero on the assignment.
- Teacher may require the student to redo the assignment to evaluate understanding of material.
- Teacher notifies parent (via email, phone call, or at a teacher-parent meeting)
- Teacher notifies administrator.
- Administrator logs offense in Aeries and meets with the student to review the Academic Integrity Policy.
- Student's teachers are notified of the violation by administration.
- Student will be scheduled to collaborate with the school counselor on a non-class day where the student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment, teacher may award partial credit.

Category C

- Teacher notifies administrator for the purposes of an investigation.
- Teacher and administrator notify parent (via email and phone call).
- Student will be suspended and/or dropped from the program.
- The administrator and the counselor will hold a post-suspension conference with student and guardian/parent.

- Student receives a zero on the assignment.
- Teacher may require the student to redo the assignment to evaluate understanding of material.
- Administrator logs offense in Aeries and meets with the student to determine additional consequences, which may include being transferred to another class or program.
- Student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment, teacher may award partial credit.
- Student's teachers are notified of the violation by the administration.

High School Courses-Core and Elective

Hearthstone Course Reference 26-27

ALWAYS refer to the Course Contract to make sure you are choosing the correct course number.

I.S. / Textbook	Hybrid Class	On-Line Edgenuity	Course #	Course	I.S. / Textbook	Hybrid Class	On-Line Edgenuity	Course #	Course
		S	2198-3	Academic Success	x			2702-1	Geography
	x		9229	Advisory SEL (required for hybrid high school students)	S	S		2703-0	Government p (Hybrid Class Only in Fall Sem.)
S			2710-2	African Experience	S			2535	Health (Not CA Standard)
x			2803	Art History	S			2535-1	Health Education 2
x			5652-1	Auto Year 1			x	2535-8	Health p (Select opt-in or opt-out of Sex Ed)
x			5655-1	Auto Year 2	x			4381-1	Housing & Furnishings
x			2401	Business Math	x			2308-1	Instrumental Music
	x		9000-0	CA Visual Arts		x	x	2425-0	Integrated Math I
	x		7000	Careers & Life Planning (Fall Semester Only)		x	x	2426-0	Integrated Math II
S			2722-4	Career Education		x	x	2427-0	Integrated Math III
x			5507-1	Carpentry			x	7400-8	Intro to Business p
	x	x	9332-0	Chemistry in the Earth System	x			2732-1	Intro to Law
x			4321-1	Child Development & Guidance	S			2710-1	Latino Experience
x			2198-1	College Vocabulary		x	x	2402	Math Readiness
x			2112-1	Communication	S			7921	Medical Hsp A (Fall Semester Only)
		S	2112-8	Communication & Speech p		S		7922	Medical Hsp B (Spring Semester Only)
x			4398-1	Community Service			S	7921-8	Medical Terminology p
x			4498-1	Cooking	S			9229-2	Mental Health & Wellness 1 Depression
x			5755-0	Digital Photo 1	S			9229-3	Mental Health & Wellness 2 Anxiety
	x		5755-1	Digital Photo 2	x			2307	Music Appreciation
x			2806-1	Drawing	S			2307-1	Music Exploration
Q			2545-1	Driver Education			x	7922-8	Nursing Assistant p
S	S		2701	Economics (Spring Semester Only for In-Person)	x			6091-B	Other Dual Crs (Butte College-BUS 62 and/or CSL 20 Spring Semester Only)
		S	2701-8	Economics p	x		x	2514	PE 1
x			4098-1	Elective Agriculture Project	x		x	2515	PE 2
x			2198-2	Elective English Project			S	7500-8	Personal Finance p
		5	6001-2	Elective English Support			x	7923-8	Pharmacy Technician p
x			2798-1	Elective History-Social Science			x	9333-0	Physics of the Universe
x			5549-1	Elective Manufacturing/Industrial Project	x			2714-1	Psychology
		5	9004	Elective Math Support			x	2714-8	Psychology p
x			2512-1	Elective PE		x		4412-1	Sewing
x			2358-1	Elective Performing Arts Project	S			2715-1	Sociology
x			2898-1	Elective Visual Art Project			S	2715-8	Sociology p
x	x	x	2131-0	English 10		x	*	2206-0	Spanish 1
x	x	x	2132-0	English 11		x	*	2207-0	Spanish 2
x	x	x	2133-0	English 12			x	9003	Statistics p
x	x	x	2130-0	English 9		x	x	9331-0	The Living Earth
x			2113-1	English Composition		x		9218-1	Tutorial Support (Applicable Only for students w/ IEP)
x			2102-3	English Vocabulary	x			4900-1	Work Experience-Unpaid
x			2106-1	Film & Literature	x	x	x	2709-0	U.S. History
		x	2401-8	Financial Math p			S	2702-8	World Geography p
x			4361-1	Food & Nutrition	x	x	x	2711-0	World History
x	x		2823-0	Fundamentals of Art					

S = Semester Long Course 5 = Max Credit Per Semester Q = Quarter Long Course

Homework, Make-up Work, Extra Credit

Homework can be assigned by any classroom teacher and Independent Study teacher working with a student. Acceptable homework assignments may include, but are not limited to essays, projects, research papers, presentations, and skills intervention. Teachers may assign students online work through Edgenuity, which is a part of the student's overall course grade.

Students are expected to contact the teacher for work missed during an absence, and to complete that work in a timely manner, as specified by the teacher. Work assigned on a student Learning Plan is expected to be completed prior to a teacher-student meeting. Work that is not completed on time can be completed at the teacher's discretion. Make-up work will be provided upon student or parent request.

Extra credit work is assigned at the teacher's discretion and should be completed, as assigned.

Graduation Requirements

Hearthstone School staff is committed to preparing all students to meet the necessary requirements to earn a high school diploma. Students must complete all credit requirements and pass the equivalent of a one-year Algebra course to earn a diploma. However, there are other options available to students who do not meet these requirements, as outlined in the BCOE Superintendent Policy and Administrative Regulations [6146.1-6146.4].

BCOE High School Diploma		College Entry Requirements	
Subject Area	Hearthstone School	CSU	UC system
English	40	4 years (*Eng 9, *10, *11, *12)	4 years (*Eng 9, *10, *11, *12)
Mathematics**	20	3 years (*Algebra I, *Geometry, *Algebra II or *Integrated Math I, II, III)	3 years required 4 preferred (*Algebra I, *Geometry, *Algebra II or *Integrated
Fine Arts or Foreign Language	10	1 year Fine Arts and 2 years Foreign Language***	1 year Fine Arts and 2 years Foreign Language*** (3 preferred)
*World History	10		1 year
*US History	10	1 year	1 year US History OR
US Government/ Civics	5	1 semester	1 semester US History and 1 semester US Govt/Civics

Economics	5		
Life Science	10	1 year (must be a lab science) (*Biology)	2 years required 3 preferred
Physical Science	10	1 year (must be a lab science) (*Physical Science)	(must be a lab science) (*Biology, *Physical Science)
PE	20		
Electives	75	College prep = 1 year	
TOTAL	220	See CSU/UC approved course list for electives	
Assessments	ACT or SAT SAT Subject Matter	ACT or SAT SAT Subject Matter Tests College Placement Tests	

*Hearthstone courses offered through the Hybrid option meet the A-G requirements for admission to CSU and UC.

**Pupil must complete 10 credits of Algebra I coursework that meets the academic content standards in any grades 7 to 12. Regardless of when the Algebra I content standards requirement is met, students must earn 20 credits in mathematics during grades 9-12.

**Student must take the same foreign language to meet this requirement.

Graduation Course Requirements (SP 6146.1)

The Butte 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 commencement ceremony from the Butte County Office of Education who meet one of the following criteria:

1. A high school diplomas
2. A certificate of completion

Transferable Courses (EC 47605(5)(A)(iii))

Upon enrollment, High School students are informed of all transferable courses to other public high schools and the eligibility of courses to meet college entrance requirements. School Counselor and Supervising Teachers review students' 4-year academic graduation plan to ensure that all students' college and career goals are aligned with the courses being taken.

UC/CSU College Entry Requirements

Currently, Hearthstone School offers English, Math, Science, Foreign Language, Art, and Social Science courses that meet the A-G requirements. Hearthstone School is continuing to submit courses to meet these requirements and will update parents and students as courses are approved.

Graduation Requirements

Students will need to complete all BCOE requirements, including Algebra I or equivalent, to graduate.

Certificate of Completion

The County Superintendent may grant a Certificate of Completion to students who are assessed with the California Alternative Performance Assessment (CAPA) and who have met the standards specified in their approved IEP.

State and Local Assessments

Statewide Testing

Hearthstone 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 including the renewal of the Hearthstone School Charter.

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)**

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, students whose individualized education program (IEP) identifies the use of alternate assessments, may participate in the administration of the CAAs. Test examiners administer 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.

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.

Exemptions

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 CAASPP assessments. Exemption requests must be made annually in writing and submitted to the School Principal. Parents and students are cautioned that exempting students from certain state tests (such as the grade 11 Smarter Balanced Tests in English and/or Math) will make students ineligible for state and federal recognition programs such as the State Seal of Biliteracy, the Golden State Seal Merit Diploma, the President's Awards (for Educational Excellence and Achievement) and the Early Assessment Program of College Readiness. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. For more information, contact the School Principal.

Local Assessments

Hearthstone School students participate in three local assessment administrations throughout each year 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

The Hearthstone School staff make every effort to set up students for academic success; however, students and parents/guardians must equally participate by keeping appointments and ensuring that students complete their work. If a student is struggling to complete their assignments, it is important that the student or parent contact the teacher right away by telephone or voicemail. It is equally important that students attend each meeting with the teacher. If a student is unable to attend a meeting, the parent or student MUST call the teacher as soon as possible to notify the teacher. Students who consistently miss teacher meetings (more than two in a semester) will be evaluated for continued enrollment (See section on Enrollment and Disenrollment).

Credit Requirements

Typically, a student will enroll and complete at least 30 credits per semester. Prior approval must be made by the principal or designee for students enrolled in more than 40 credits. Students must enroll in and earn a minimum of 20 credits per semester. Students earning less than 20 credits in a semester will be supported through a Student Study Team and evaluated for the appropriateness of an Independent Study placement.

Evaluation/ Grading

Student work is evaluated through a variety of methods, including reviewing student work, performance assessment and direct communication with the teacher. All methods are important for the teacher to determine the level of mastery of student learning.

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:

90% to 100%	=	A
80% to 89%	=	B
70% to 79%	=	C

60% to 69%	=	D
0% to 59%	=	F

Grading scale: TK-3

O	Outstanding
G	Good
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Report Card / IEP Goals Mastery Updates

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

Regulations Regarding Grades/Evaluation of Student Achievement AR 5121

Teachers are encouraged to allow for trends in the quality of student work. When a student finishes a grading period doing high quality work, which 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.

Pass/Fail Grading

The teacher or Counselor will notify Students of any course in which they will earn a "Pass" or "Fail" grade instead of an A-F grade.

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 once for taking the course.

Challenging Courses by Examination (SP 6155)

Hearthstone School 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 a reasonable chance for success in the next level course. Students wishing to challenge a course should speak with their teacher.

Withholding Grades, Diploma, or Transcripts

Hearthstone School shall withhold grades, diploma, or transcripts from any student when school property has been willfully damaged or not returned upon demand, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the reparation that may be due (refer to Behavior section). This notice includes a statement that Hearthstone School may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

If reparation is not made, Hearthstone School shall afford the student their due process rights in conformance with Education Code procedures and may withhold the student's grades, diploma, or transcripts. If the student and parent/guardian are unable to pay for the damages or return the property, the principal or designee shall provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released. When a student from whom Hearthstone School is withholding grades, diploma or transcript transfers to a district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared.

The principal or designee shall notify the parent/guardian in writing that Hearthstone School's decision to withhold grades, diploma or transcript will be enforced by the new district.

Hearthstone School shall withhold grades, diploma or transcripts from any student transferring into Hearthstone School whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, Hearthstone School shall release these documents.

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs

Hearthstone School counselors possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. The school recognizes that a structured, coherent, and comprehensive counseling program promotes academic achievement and serves the diverse needs of all students. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

At Hearthstone School, the school engages with, advocates for, and provides support for all students with respect to learning and achievement. The school plans, implements, and evaluates programs to promote the academic, career, personal, and social development of all students, including, but not limited to, students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities. The school uses multiple sources of information to monitor and improve student behavior and achievement. The staff enjoy collaborating and coordinating with school and community resources. The school promotes and maintains a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support improving school climate and student well-being. The school enhances students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.

Educational Counseling Program

The program develops and implements, with parent/guardian involvement, the student's immediate and long-range educational plans. Teachers provide the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes. High school students are provided academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid.

Hearthstone School provides career and vocational counseling, in which students are assisted with planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition. Students will become aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success. Students will learn realistic perceptions of work, the changing work environment, and the

effect of work on lifestyle to understand the relationship between academic achievement and career success and the importance of maximizing career options. They will understand the value of participating in career technical education and work-based learning activities and programs, including, but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences. The staff will provide information on the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures. The school offers concurrent enrollment with Butte Community College. College units earned will be honored at Hearthstone School.

Hearthstone School's educational counseling program may include, but not be limited to, identification of students who are at risk of not graduating with the rest of their class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for a student to continue their education if they fail to meet graduation requirements. Hearthstone School shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated based on any protected category specified in BP 0410 – Non-discrimination. In addition, the school counselor shall affirmatively explore with students the possibility of careers or courses leading to careers, which are non-traditional for that student's sex. With student permission, we will release information to colleges and prospective employers, including military recruiters.

Personal or Mental Health Counseling

The school counselor may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance. Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law. Any information of a personal nature disclosed to a school counselor by a student aged 12 years or older or by their parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. A counselor shall consult with Butte County Office of Education's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

When students are confronted with a traumatic incident, the school provides a prompt and effective response by the school counselor. The crisis protocol will be provided with a comprehensive approach. Staff will provide prevention and intervention designed to assist students and parents/guardians before, during, and after a crisis. In addition, the counselor shall identify crisis counseling resources to train staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis, if one occurs. Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Married, Pregnant, and Parent Students

Married, pregnant and parenting students at Hearthstone 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 Hearthstone Counselor or Transition Specialist.

Hearthstone 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. A 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 to allow the pregnant or parenting student to care for and bond with the infant.
2. Pregnant or parenting students are not required to take 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, Hearthstone 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 Hearthstone students will be provided with 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 Hearthstone 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.

Medical and Medication

Hearthstone School recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider to be able to fully participate in the educational program. For any student with a disability, as defined under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, necessary medication shall be administered in accordance with the student's individualized education program or Section 504 services plan. If a parent/guardian chooses, they may administer the medication to their child at school or designate another individual who is not a school employee to do so on their behalf. In addition, upon written request by the parent/guardian and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

Health Examinations

Authorized school officials may administer to any student any physical examination or screening permitted under California law. However, no student shall be subjected to a non-emergency, invasive physical examination without prior written notice to their parent/guardian unless an applicable state law authorizes the student to provide consent without parent/guardian notification. Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a properly authorized hearing, vision, or scoliosis screening.

Administration of Medication by School Personnel

Any medication prescribed by an authorized health care provider, including, but not limited to emergency anti-seizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the principal or designee has received written statements from both the student's parent/guardian and authorized health care provider. School nurses and other designated school personnel shall administer medications in accordance with law, Butte County Superintendent's Policy and Administrative Regulations and shall be afforded appropriate liability protection. Epinephrine auto injectors are stored at the front of the office mounted on the wall upon need for emergency use.

When medically unlicensed personnel are authorized by law to administer any medication to students, such as emergency anti-seizure medication, auto-injectable epinephrine, insulin, or glucagon, the principal or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

Site Administration or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

In an emergency situation such as a public disaster or epidemic, a trained, unlicensed school employee may administer medication to a student.

Comprehensive Sexual Health & HIV/AIDS Instruction

Each year, schools are required to provide Sexual Health Education instruction that is age appropriate, medically accurate and inclusive, including information on abstinence and other methods of preventing HIV (human immunodeficiency virus), STIs (sexually transmitted infections), and pregnancy. The course of study on Sexual Health is to be offered at least once in middle school grades 6-8, and once in high school grades 9-12. Sexual Health Education instruction content must meet the requirements of Education Code section 51933.

The California Healthy Youth Act has five primary purposes:

- Providing pupils with knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;
- Provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family;
- To promote understanding of sexuality as a normal part of human development;
- To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;
- To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

Abstinence may not be discussed in isolation from other methods of preventing HIV, other STIs, and pregnancy.

Parents/guardians have the right to be informed, in writing, of comprehensive sexual health education, 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 student 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 sanctions 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.)

Suicide Prevention

1)

SP 5141.52: Suicide Prevention Policy – Student Version

The Butte County Office of Education knows that suicide is a *major cause of death for young people. Stopping suicide needs help from schools, families, and everyone in the community. Teachers and staff see students every day, so they might spot warning signs and help them get the right support.* To help students and families, the Superintendent will create plans for:

- **Prevention:** *Stopping suicide before it happens.*
- **Intervention:** *Helping a student who is at risk right now.*
- **Postvention:** *Giving support after a suicide death.*

Making the Rules

When *making or changing these rules*, the Superintendent will talk to:

- *Partners in the school and community.*
- *Mental health experts who work at the school.*
- *Experts on suicide prevention.*

If these rules are for kids in grades K–6, the county mental health plan must also be part of the conversation. People who might help include:

- *School bosses (principals), counselors, psychologist, social workers, and nurses.*
- *Parents, guardians, and students.*
- *Police, lawyers, and local health groups.*

How We Help

The school will use these *tools and plans*:

1. **Staff Training:** *Teaching teachers, coaches, and helpers how to spot when a student needs help.*

2. **Student Lessons:** Teaching students how to solve problems, stay strong (resilience), and find help when they or their friends are sad or in danger.
3. **Kind Schools:** Making sure the school is a friendly place where students feel like they belong and have adults who care about them.
4. **Safe Messages:** Checking all posters and lessons to make sure they talk about suicide in a safe and helpful way.
5. **Parent Info:** Giving families facts about warning signs and where to find help in the community.
6. **Asking for Help:** Reminding students to tell a trusted adult if they are thinking about hurting themselves or if they are worried about a friend.
7. **Crisis Help:** Having a clear plan for what to do if someone threatens to hurt themselves.
8. **Support After Loss:** Providing counseling for students and staff if a suicide happens.
9. **Teamwork:** A special team will make sure these rules are followed and that the school obeys the law (Education Code 215).

Students Who May Need Extra Support

We will pay extra attention to students who might be at a higher risk, such as those who:

- Have lost someone to suicide.
- Have special needs, mental illness, or problems with drugs or alcohol.
- Are homeless or living in foster care.
- Identify as LGBTQ.
- Feel alone, have a lot of stress, or have tried to hurt themselves before.

For students in grades K–6, the lessons will be made for younger children. If a student in grades K–6 has Medi-Cal and needs mental health help, the school will work with the county mental health plan.

AR 5141.52: Suicide Prevention Regulations

Important Rules and ID Cards

- **Staff Roles:** School workers can only help in ways they are trained for. They do not give medical checkups (diagnoses) unless they are licensed doctors or therapists.
- **ID Cards:** Students in grades 7–12 will have the 988 Suicide & Crisis Lifeline and a QR code for mental health help on their school ID cards.
- **Talking to Adults:** If you are sad or worried about a friend, tell a teacher or principal. The school will take every message seriously.
- **If There is a Threat:** The principal will get help immediately, keep the student safe with an adult, and call the parents.
- **Coming Back to School:** If a student leaves for a mental health reason, the principal will meet with the family to make a plan for a safe return.

The Superintendent will check and update these rules at least every five years. This policy will be on the school website so it is easy to find.

Food Services

Hearthstone School partners with Nelson Avenue Middle School to provide morning breakfast and lunch daily at no cost to students. Hearthstone School includes nutrition education in its health curriculum. If an Independent study student is required to be on campus for two or more hours, a meal must be provided or available to the student by charter law.

SAFETY

Data and Student Privacy

Hearthstone School follows the guidelines stated in the Family Educational Rights and Privacy Act (FERPA), addressing the privacy of students' educational records.

FERPA gives parents/guardians certain rights regarding their child(ren)'s education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students."

Except under certain specified circumstances, FERPA affords parents/guardians or eligible students the right to inspect and review the student's education records. Parents/guardians or eligible students have the right to request that Hearthstone correct records that they believe to be inaccurate or misleading. If Hearthstone does not amend the record as requested, Hearthstone will offer the parent/guardian or eligible student a hearing on the matter.

Exceptions to Written Parental Consent Requirement

Records may be disclosed by Hearthstone or BCOE to the California Department of Education (CDE), as the State educational authority, without prior written consent if the disclosure is in connection with:

- An audit or evaluation of federal or state-supported education programs
- The enforcement of or compliance with federal legal requirements relating to such programs
- Records may be disclosed without prior written consent under certain other circumstances, including the following:
 - Disclosures to other school officials, including teachers, within the district whom the school or district has determined to have legitimate educational interests
 - Disclosures, subject to certain restrictions, 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 as long as the disclosure is for purposes related to the student's enrollment or transfer
 - Disclosures to organizations conducting studies for, or on behalf of, schools or districts to:
 - Develop, validate, or administer predictive tests
 - Administer student aid programs
 - Improve instruction
 - Disclosures in connection with a health or safety emergency
 - Disclosures of appropriate information regarding specified disciplinary actions to teachers and school officials, including those in other schools, who have legitimate educational interests in the behavior of the student

Hearthstone School or BCOE may disclose directory information from education records without consent as long as it has notified parents/guardians and eligible students of the:

- Types of information the school or district has designated as directory information
- Right of parents/guardians and eligible students to opt out of disclosure of directory information

Directory information can include the student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

Emergency Procedures

Butte County Office of Education is committed to providing safe, secure, and nurturing environments for students, families, and employees. BCOE last revised its Comprehensive School Safety Plan for all BCOE schools/programs in 2026 and has adopted this plan for the 2026/2027 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 BCOE, each year, as part of BCOE's overall school safety program.

Our schools practice regular drills as required by the state such as earthquake and fire drills, in addition to best practice preparedness drills such as lockdown, shelter, and evacuation. All staff are trained to be proficient in knowing what to do during an emergency and when to do it, ensuring the safest environment possible for our school community. BCOE's school safety program includes plans to communicate with parents/guardians, to reunite students with parents/guardians after an emergency event occurs, and to keep students safe until reunification is achieved. BCOE works closely with local first responder agencies as well as the County of Butte to ensure timely response and assistance when needed.

We welcome community input and always look for ways to improve the safety of our schools. Members of the community may feel free to contact the school to share thoughts and suggestions on identifying ways to improve school safety.

Annually, BCOE school staff complete online training in required areas.

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

- Documenting immunizations of new students.
- Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter.
- Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from the Department of Justice prior to hire.
- Developing emergency response procedures.
- Training for staff in emergency response, including appropriate first responder training or its equivalent and prevention strategies regarding contact with blood-borne pathogens.
- Assuring staff are trained and implement mandated child abuse reporting that conforms to current law.
- 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.
- The adoption of a suicide prevention policy and training for staff.
- Assuring that school buildings meet Fire Marshal 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.
- Establishing the school as a drug, alcohol, and tobacco free workplace.
- Maintaining annually reviewed Site Safety Plans.
- Compliance with the Americans with Disabilities Act.

Hearthstone School's Comprehensive School Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency, or disaster. The plan is very comprehensive due to the wide variety of known and unknown disasters or emergencies that could occur. While not all crises are listed, response procedures are easily adaptable to any situation.

Crises, disasters, and emergencies can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: “All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.” It is paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan’s effectiveness is the ability to apply it.

It is the sincere hope of Hearthstone School that no major crisis, disaster, or emergency ever occurs, however if one does, it is intended that this plan will help ensure the safety of students and staff in life threatening circumstances.

Comprehensive School Safety Plan

All BCOE schools have in place a “Comprehensive Safe School Plan” for school safety. Additionally, all BCOE 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. Upon request, parents/guardians may review a copy of the Comprehensive School Safety Plan at the school office.

Volunteers and Visitors

The Butte County Board of Education recognizes that parents/guardians are their children’s first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The County Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in school activities, including advisory, decision-making, advocacy roles, and activities to support learning at home.

Parent volunteers are encouraged to be on campus. Any parent who wants to volunteer on a regular basis must have fingerprints on file with the Butte County Office of Education. Parent volunteers must be approved by their student’s teacher, as well as the school administrator. Visitors must sign in using electronic sign-in technology and sign-out upon leaving campus. The school administrator must approve any visitors.

Field Trips and Transportation of Students

Field trips, or excursions for the purpose of furthering a class’s study of a particular subject, are recognized as an integral part of the instructional program. In planning such trips, teachers shall take into consideration distance from school, transportation requirements, safety of pupils, adequate supervision, and expense. In cases where students are leaving campus, specific parental approval for individual children to participate must be obtained. All field trips must receive prior approval from the program supervisor.

Transportation may be provided by school staff who have provided the proper insurance and driving documents to Hearthstone School clerical staff. In accordance with appropriate safety standards, the County Superintendent may establish regulations and procedures to allow parents to provide transportation. Field trips or excursions that are not related to the instructional program but are seen as beneficial to the participants must be approved by the Deputy Superintendent on an individual basis. Field trips that are not related to the instructional program include, but are not limited to, extracurricular trips that broaden the students’ education beyond the normal classroom curriculum. Such extracurricular

trips may be related to club, team, or special interest group activities. All trips, whether or not related to the education program, which require an overnight stay must be submitted to the Deputy Superintendent for approval on an individual basis. No field trip shall be authorized if any student is excluded from participation because of a lack of sufficient funds. Students with transportation or funding concerns should contact Hearthstone School's front office, Supervising Teacher, or Site Administration.

Procedures for Student Injury

Reporting Student Accidents

Student accidents should be reported immediately. If a Butte County Office of Education staff person suspects a pattern of student accidents or injury, a review of incidents may be conducted to determine the cause of the recurrence. Immediately following an accident and following any necessary medical attention, the County Superintendent directs that the following steps be taken:

1. Employee immediately reports a student accident or injury to program administrator and risk management
2. Employee completes a Student Accident Report and forwards it to the program administrator on the day of the incident unless there are extenuating circumstances. All pertinent facts and information should be included with the report
3. Risk management forwards a copy of the report to the County Superintendent or designee for any serious student accident
4. Program administrator may request an investigation of the incident

Annual School Climate Survey

Students' grades 3rd-12th and school staff take an annual School Climate Survey. The analysis results are presented at the School Site Council, Staff Meetings, and other educational events throughout the year. Data informs areas of schoolwide growth. Parents may elect to have their students not participate in the survey at registration or in writing throughout the school year.

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.

Firearms Parent Notification

Parents and Legal Guardians of all students in the Butte County Office 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.

ENGAGEMENT

Communication, Conferences and Staff Accessibility

Communication is a key component to a student's success at Hearthstone School. As an Independent Study program, parents, teachers, and students are expected to communicate regularly. In the case of

a missed meeting or class, a parent/guardian is required to contact the teacher directly on the day of the absence.

Communication provides parents with frequent reports on their child/children's progress. Communication includes:

- Parent-teacher conferences/meetings during which the parent/student compact will be discussed as it relates to individual achievement, report cards completed every semester.
- Detailed Academic Probation letters within a timely manner.
- Staff members respond to email and phone messages within a timely manner.
- Appointments are available with any staff member working with the student.
- Teacher-Parent-Student Meetings.
- Teachers meet with students and their parent/guardian weekly or bi-weekly, but no longer than 20 days between meetings. At the first meeting:
 - Teacher and parent/guardian determine the day and time for regularly scheduled meetings.
 - Parents/Guardians are expected to contact the teacher (via email or phone call) in the event of needing to reschedule a meeting.

Conferences

A parent/guardian can request a conference with a teacher, counselor, or administrator by completing the Request for Assistance form or contacting the teacher or office staff. Request for Assistance forms are available at the sign-in table or from an office staff member.

Staff Accessibility

Staff contact information (phone extension and email address) can be found on the school website and in the student planner.

Parent-Community Engagement Opportunities

Hearthstone School holds four (4) all-school events each year that include families and community members. The events are interactive and promote Hearthstone School's positive school culture. Other events such as field trips and guest speakers take place throughout the school year, to which all families and community members are invited.

All School events include:

- The Hearthstone Harvest Festival is a fall event where staff provide interactive educational activities for families and community members. The Garden Club provides healthy snacks and plants for purchase from the garden and provides food for attendees.
- The All School Skate is one of the winter events in which students and families in grades K-12 can attend a skating field trip. Community members are always welcome to join in the fun, and many parents attend with their children.
- The Gratitude Gathering is a winter event in which community members and partners, staff, and parents participate in a school community soup cook-off. The Garden Club provides healthy snacks made from the school garden, and the school sells raffle tickets for various prize baskets. The community is drawn in through donations and BCOE staff are invited to participate as well.
- The Expo is a spring event in which staff showcase student work around the school. The community is invited to experience various presentations by students and staff as well as join the staff for dinner.

SCHOOL SITE STAFF

Staff Professional Learning

The Hearthstone School staff participate in regular professional development to ensure high-quality instruction for students at all levels. The school provides professional development through whole-staff and grade-level staff meetings, as well as additional PD opportunities, as requested by staff. The LEA aligns professional development paid from federal funding to Charter, LCAP and SPSA goals and action steps designed to support high-risk youth. Staff participate 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 such as Professional Learning Communities (PLC) that promote an elevated level of instructional leadership and Professional Learning to ensure great teaching for every student every day.

ATTENDANCE

Pupil Attendance and Absences

Daily attendance is a key element in the educational and social progress of students. All children between the ages of six and eighteen, who are not exempted, are required to attend school. Days of attendance are measured by assignments completed. To comply with attendance requirements for Hearthstone School, students and parents must:

- Complete assignments as outlined on the Student Learning Plan.
- Meet regularly with the assigned staff members(s).
- Attend assigned on site classes.

Hearthstone School provides personalized learning through Independent Study and opportunities for first instruction through a Hybrid Option (blended Independent Study with classroom instruction) that aims to strengthen the school's relationship with parents and community to prepare students for a career, college, and life.

Missing a scheduled appointment, lack of attendance in on site classes, or failure to complete assignments may result in an immediate attendance referral and potential disenrollment (refer to Enrollment and Disenrollment). Hybrid classes require a commitment to attendance and promptness. Lack of attendance in onsite classes will result in the loss of the Hybrid Option.

REGULATIONS REGARDING ABSENCES AND EXCUSES AR 5113

Excused Absences

Subject to any applicable limitation, condition, or other requirement specified in law, a student's absence shall be excused for any of the following reasons:

1. Personal illness, including absence for the benefit of the student's mental or behavioral health. (Education Code 48205)
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometrical, or chiropractic service or appointment.
4. Attendance at funeral services for a member of the student's immediate family. Such absence shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.

5. Jury duty in the manner provided for by law.
6. Illness or medical appointment of a child to whom the student is the custodial parent.
7. Upon advance written request by the parent/guardian and the approval of the principal or designee, justifiable personal reasons including, but not limited to:
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a religious holiday or ceremony
 - d. Attendance at religious retreats for no more than four hours per semester
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. Service as a member of a precinct board for an election pursuant to Elections Code 12302.
9. To spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for deployment to a combat zone or a combat support position or is on leave from or has immediately returned from such deployment. Such absence shall be granted for a period of time to be determined at the discretion of the Superintendent or designee.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Participation in a cultural ceremony or event which relates to the habits, practices, beliefs, and traditions of a certain group of people.
12. For a middle school or high school student, engagement in a civic or political event, provided that the student notifies the school ahead of the absence. Unless otherwise permitted by the Superintendent or designee, students shall be limited to one such school day-long absence per school year.
13. Participation in religious exercises or to receive moral and religious instruction at the student's place of worship or other suitable place away from school property as designated by the religious group, church, or denomination. Absence for student participation in religious exercises or instruction shall not be considered an absence for the purpose of computing average daily attendance if the student attends at least the minimum school day as specified in AR 6112 - School Day and is not excused from school for this purpose on more than four days per school month.
14. Work in the entertainment or allied industry. Work for a student who holds a work permit authorizing work in the entertainment or allied industries for a period of not more than five consecutive days. For this purpose, student absence shall be excused for a maximum of up to five absences per school year.
15. Participation with a nonprofit performing arts organization in a performance for a public school audience. A student may be excused for up to five such absences per school year provided that the student's parent/guardian provides a written explanation of such absence to the school.
16. Other reasons authorized at the discretion of the principal or designee based on the student's specific circumstances.

For the purpose of the absences described above, immediate family means the student's parent/guardian, brother or sister, grandparent, or any other relative living in the student's household.

Students may be excused from classroom activities for illness. This does not exempt them from completing the work assigned independently. If an illness is significant enough to require exemption from work assigned independently, a doctor's note will be required.

Three absences are considered significant; the student will be placed on Academic Probation that may result in action up to and including disenrollment in classes.

Late Arrival and Early Departure Instructions

Students are to be dropped off/picked up no more than 15 minutes prior to/after the start of class and scheduled meetings. Parents and students must ensure the student has schoolwork to complete if they have more than 15 unstructured minutes between classes.

Truancy

Students are considered truant when they have six (6) unexcused absences within one (1) year and will be reported to the Student Attendance Review Board that may result in disenrollment.

Students and parents/guardians may choose that the student returns to the traditional school setting if this model is not working for them.

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

Pursuant to Education Code Section 49428 as amended by AB-2022 beginning 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:

Butte County Department of Behavioral Health
88 Table Mountain Blvd.
Oroville, CA 95965
(phone) 530-538-2158
[www.buttecounty.net/behavioral health/](http://www.buttecounty.net/behavioral%20health/)

Hearthstone School provides the following counseling services:

- One-on-one counseling
- Small group counseling/support
- Mediation
- Butte County Behavioral Health referrals
- Educationally Related Mental Health Services (ERMHS) referrals

Butte County Behavioral Health Inserts

BCOE Local Services Guide

Disclaimer: This guide was adapted from California Children's Services and has been updated.

California Children's Services

Administrative Office

2080 E. 20th Street, Suite 180 Chico, CA 95928
(530) 552-3891

Medical Therapy Programs

Little Chico Creek Elementary School

2090 Amanda Way
Chico, CA 95928
(530) 552-3835

Sierra Del Oro Elementary School

2900 Wyandotte Avenue
Oroville, CA 95966
(530) 552-3835

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.

Updated Spring 2026

Counseling and Mental Health Services

African American Family and Cultural Center

Prevention and early intervention mental health center with an afterschool program, anger management program, Hip-Hop dance group, on the job training for high school students, and also runs a radio station as well as a small food bank.

African American Cultural Center (530) 532-1205
3300 Spencer Avenue, Oroville, CA 95966

Butte County Department of Behavioral Health

Provides 24-hour telephone and personal crisis intervention and counseling by appointment. Substance abuse services, group counseling, and referrals to in-patient substance abuse facilities.

Butte County Dept. of Behavioral Health ACCESS Line 24/7: (800) 334-6622

Local Butte County Dept. of Behavioral Health ACCESS Line 24/7: (530) 891-2810

Oroville Adult Drug & Alcohol Services: (530) 538-7277
2430 Bird Street, Oroville, CA 95965

Butte Co. Dept. of Behavioral Health Gridley Comm. Counseling Ctr.: (530) 846-7305
995 Spruce Street, Gridley, CA 95948

Butte County Dept. of Behavioral Health Paradise Comm. Counseling Ctr.:
Adult (530) 877-5845
7200 Skyway, Paradise, CA 95969 Outpatient 872-6328

Adult Inpatient Psychiatric Health Facility: (530) 891-2775
592 Rio Lindo Avenue, Chico, CA 95926
Psychiatric Health Facility for individuals on 72-hour hold, voluntary holds, 5150 hold, 5250 hold, 5270 hold, and jail holds.

Chico Adult Services Clinic: (530) 891-2784
Takes anyone over 18 for mental health services

Chico Community Counseling Center: (530) 891-2945
Services up to age 25

Iverson Wellness and Recovery Center: (530) 879-3311
492 Rio Lindo Avenue, Chico, CA 95926
Offering an environment of inclusiveness, recovery, and wellness for adults living with persistent mental illness.

California State University, Chico Counseling Training Center

Free counseling provided by CSU, Chico Graduate students specifically in the Marriage & Family Therapy program (for ages 18 and over, but children are welcome to [counseling](#) in a family session).

2

Updated Spring 2026

Crisis Counseling available 24 hours a day/7 days a week: (530) 898-6345
Counseling available for Chico State students only (when calling the 898-6345 number, press option #2).

Catalyst Domestic Violence Services

Intimate partner violence, family and relationship violence prevention and education, crisis help, safety planning, counseling, help with restraining orders, housing program and shelter. Services for sexual assault/violence also available. Help with civil restraining orders plus police reports in regard to sexual assault.

24 Hour Hotline (800) 895-8476

Catalyst – Chico (Walk-ins welcome) (530) 343-7711
330 Wall Street, #50, Chico, CA 95926

Catalyst - Oroville (530) 532-6427
1931 Arlin Rhine Drive, Oroville, CA 95966

Feather River Tribal Health

Provides medical, dental, and behavioral health services. Accepts Medi-Cal and Medi-Care.

Feather River Tribal Health (530) 534-5394
2145 5th Avenue, Oroville, CA 95965

The Growing Place Counseling Center

Individual, marriage and family therapy counseling.

The Growing Place (530) 588-0448
1074 East Avenue, Suite A-4, Chico, CA 95926

Hmong Cultural Center of Butte County

Individual and family support, referrals for general social services, and support groups.

Hmong Cultural Center (530) 534-7474
1704 Oro Dam Blvd. W. Oroville, CA 95965

Northern Valley Catholic Social Services (NVCSS)

Counseling for Butte County Medi-Cal children only.

NVCSS Chico (530) 879-5991
10 Independence Circle, Chico, CA 95973

NVCSS Oroville (530) 538-8221
2185 Baldwin Avenue, Oroville, CA 95966

NVCSS-The Teenage Pregnancy and Parenting Program (TAPP) (530) 345-1600
130 Yellowstone Drive, Suite 100, Chico, CA 95973

Northern Valley Talk Line

Free telephone support for those needing non-crisis response to troubles, questions, and concerns.

Northern Valley Talk Line

(855) 582-5554

Rape Crisis Intervention and Prevention

National Sexual Assault Hotline

Crisis Line

(800) 656-4673

Shalom Free Clinic

General & mental healthcare. Open on Sundays from 1:00 to 4:00 PM. Provides underinsured and uninsured children, teens, and adults with primary care interventions, health services, and education including physical, mental and behavioral services. All services are provided free of charge. The Shalom Free Clinic will see patients for a sore throat, earache, colds and flu, chronic headaches, minor trauma (if a fracture is suspected you will be referred to the Emergency Room), gastroenteritis, chronic low back pain (but not severe pain that could be due to a severe underlying problem), urinary tract infections, asthma and bronchitis, and cellulitis if it can be treated as an outpatient. Referrals will be provided, as needed. The Shalom Free Clinic also provides the following services: smoking cessation, medication management, blood pressure control, health screenings, health education, primary care interventions, drug and alcohol interventions, mental/behavioral health counseling, prescriptions, supplies, and medications.

Shalom Free Clinic

(530) 342-2445

1010 Mangrove Avenue, Suite D, Chico, CA 95926

Stonewall Alliance Center

Outreach to LGBTQIA2S+ youth and young adults to provide information, education, and support in prevention of suicide and suicide risk.

Stonewall Alliance

(530) 893-3336

358 East 6th Street, Chico, CA 95928

The CARE Team

The CARE Team is a group of highly trained, compassionate community healers who provide the needed support to Butte County young people and families in critical situations when a teenager is experiencing suicidal ideation, has attempted suicide, or has taken their life by suicide.

The CARE Team Access Line

(530) 783-CARE

Victor Community Support Services

Programs and support for children, youth, young adults and families.

Victor

(530) 267-1700

1360 East Lassen Avenue, Chico, CA 95973

Youth for Change

Supportive services and different programs within the agency that offers counseling services for children, adolescents and families.

4

Updated Spring 2026

Youth for Change	(530) 877-1965
130 W. 6 th Street Chico, CA 95928	(530) 894-8008
Youth for Change – Chico Office	(530) 877-8187
260 Cohasset Road, Suite 120 Chico, CA 95926	(530) 877-1965

Family Resources

Boys and Girls Club of the North Valley

Afterschool program, recreation, education and leadership programs for children and teens as well as summer camps.

Chico Ostrander Clubhouse	(530) 899-0335
601 Wall Street, Chico, CA 95928	
Chico Phoenix Club	(530) 899-0335
601 Wall Street, Chico, CA 95928	
Chico Teen Center – “The Club”	(530) 899-0335
628 Wall Street, Chico, CA 95928	
Las Plumas High School Teen Center	<u>(530) 899-0335</u>
2380 Las Plumas Avenue, Oroville, CA 95966	
Oroville High School Teen Center	530) 538-2320 ext. 3016
1876 Bridge Street, Oroville, CA 95966	

Butte-Glenn Community College

Main Campus	(530) 895-2511
3536 Butte Campus Drive, Oroville, CA 95965	
Chico Center	(530) 895-1352
2320 Forest Avenue, Chico, CA 95928	

Butte Glenn 211

Connects people with community services in Butte and Glenn Counties.

Butte County Department of Employment and Social Services (DESS)

DESS Chico	(530) 895-4364
765 East Avenue, Chico, CA 95926	
DESS Oroville	(530) 538-7711
78 Table Mountain Blvd, Oroville, CA 95965	
Adult & Children Protective Services	(530) 538-7883
24 Hour Adult Protective Services Reporting Line	(800) 664-9774

In-Home Supportive Services (IHSS) <https://www.buttecounty.net/health/hhs/ihss/> (530) 552-6162

Public Guardian (530) 552-6165

Direct Intake Line (530) 552-6164

Butte County Library

Free access to books and computers

Chico Library (530) 552-5652

1108 Sherman Avenue, Chico, CA 95926

Oroville Library (530) 552-5652

1820 Mitchell Avenue, Oroville, CA 95966

Biggs Library (530) 552-5652

464 B Street A, Biggs, CA 95917

Durham Library (530) 552-5652

2545 Durham-Dayton Hwy, Durham, CA 95938

Gridley Library (530) 552-5652

299 Spruce Street, Gridley, CA 95948

Butte County Library Literacy Services (888) 538-7198

Established in 1985, Butte County Library, Literacy Services provides a variety of services for adults and their families in our community. Adults interested in improving their basic literacy skills/English skills are matched one-on-one with trained volunteer tutors in our community. Instruction is goal-directed and learner-centered. Pairs typically meet in their local library once or twice a week for an hour to an hour-and-a-half each meeting.

CalFresh

Nutrition program for eligible families and people.

CalFresh Information Line (877) 847-3663

Chico State CalFresh

Nutrition program for eligible students – basic needs center (530) 898-3689

CalWORKs

CalWORKs is California's implementation of the federal Temporary Assistance to Needy Families (TANF) program, providing temporary cash assistance, employment services, and health insurance to eligible California families with children.

CalWORKs (877) 410-8803

California Low-Cost Auto Insurance

Low-cost auto insurance for qualifying California residents.

Low-Cost Auto Insurance (866) 602-8861

6

Updated Spring 2026

California State University, Chico Information Line

CSUC

(530) 898-4636

400 W. 1st Street, Chico, CA 95929

California State University Chico - Center for Healthy Communities

CalFresh outreach and nutrition education.

Center for Healthy Communities

(530) 898-5323

25 Main Street, Chico, CA 95926

CARD Community Center - Chico Area Recreation and Park District

Recreation programs, community events, and classes for children, adults, and seniors.

CARD

(530) 895-4711

545 Vallombrosa Avenue, Chico, CA 95926

Computers for Classrooms

Helps meet the growing demand for technology in classrooms for low-income earners and other eligible candidates.

Computers for Classrooms

(530) 895-4175

411 Otterson Drive, Suite 100, Chico, CA 95928

Facebook for Sale Groups

Chico Needs: <https://www.facebook.com/groups/ChicoNeeds/>

Chico Area Offers: <https://www.facebook.com/groups/294345793953524/>

Butte County's Virtual Yard Sale: <https://www.facebook.com/groups/105386366278218/>

Four Winds of Indian Education Center

Four Winds Center's mission is to advance the educational achievement and cultural opportunities of American Indian people.

Four Winds

(530) 895-4212

2345 Fair Street, Building 6, Chico, CA 95928

Freecycle Network

A grassroots and entirely nonprofit movement of people who are giving and getting stuff for free in their own towns.

Chico: <https://groups.freecycle.org/group/ChicoCA/>

Oroville: <https://groups.freecycle.org/group/OrovilleCA/>

The Live Spot

The Live Spot provides young people with mentors, homework support and supportive services from partner agencies.

(530) 538-7124

National Parent & Youth Helpline – operated by Parents Anonymous

Since 1969, Parents Anonymous® Inc. has supported the personal growth journey of millions of Parents, Children, and Youth across the nation, building on the strengths of families and communities through well-documented, proven results Parents Anonymous® Programs, Services,

7

Updated Spring 2026

and Initiatives. Parents Anonymous® began through the extraordinary vision of Jolly K—a mother working to overcome obstacles and foster positive development for her children—and clinical social worker Leonard Lieber. The Parents Anonymous® Family Strengthening Program includes the Helpline and Free Weekly Support Groups for Adults with separate developmental and age-appropriate Groups for their Children and Youth.

Helpline

(855) 427-2736
(855) 4A PARENT

Northern Valley Catholic Social Services (NVCSS)

Offers many different programs including disaster services, ESAVN, CASA and Promotores.

NVCSS - Chico

(530) 345-1600

10 Independence Circle, Chico, CA 95973

Oroville Adult Education – Career & Technical Center

Oroville Adult Education Career & Technical Center is here to serve adults in Butte County with academic and vocational programs in both Oroville and Chico.

Main Campus - Oroville Adult Education

(530) 538-5350

2750 Mitchell Avenue, Oroville CA 95966

Oroville Adult Education - Chico Center

(530) 538-5350

3760 Morrow Lane, C Chico, CA 95928

Promotores

Promotores Program enhances the quality of life for families by promoting mental health and well-being by using a strength-based approach to empower families when delivering services. Services are available to Hmong and Latino communities. Also provides cultural presentations, community and in-school mental health support groups, and linkage to services as well as one-on-one support.

Promotores

(530) 720-1257

10 Independence Circle, Chico, CA 95973

South Chico Community Assistance Center

The South Chico Community Assistance Center (SCCAC) is dedicated to addressing housing and food insecurity throughout Chico by helping individuals and families extend their resources in order to make it through the last week of the month. We accomplish this mission by providing food, clothing, and referral services throughout the month and throughout the year. Food distribution 2nd and 4th Saturdays 2:00-4:00 PM.

South Chico Community Assistance Center

(530) 513-6884

1805 Park Avenue, CA 95928

Valley Oak Children's Services

Childcare referrals and programs for low-income families.

Valley Oak

(530) 895-3572

3120 Cohasset Road, #6, Chico, CA 95973

Health and Wellness

Addus HomeCare

Caregivers provide quality in-home supportive services so you can remain in your home comfortably and confidently.

Addus (530) 566-0405
196 Cohasset Road, Suite 270 Chico, CA 95926

Ampla Health

Comprehensive medical and dental services, accepts Medi-Cal.

Chico (530) 342-4395
680 Cohasset Road, Chico, CA 95926

Ampla Health Family Dental & Medical (530) 342-6065
285 Cohasset Road, Chico, CA 95926

Ampla Health Oroville Medical & Dental (530) 534-7500
2800 Lincoln Street, Oroville, CA 95966

Ampla Health Gridley Medical (530) 846-6231
520 Kentucky Street, Gridley, CA 95948

Butte County Public Health Department

Free family planning services, immunizations, confidential testing, and health education services.

Chico Clinic (530) 552-3959
695 Oleander Avenue, Chico, CA 95926

Oroville Clinic (877) 410-8803
202 Mira Loma Drive, Oroville, CA 95965

Butte Home Health & Hospice

Provides the most effective, innovative and personalized community-based health care experience in a dignified and respectful manner to the people of the communities it serves, delivered in the comfort of the home setting wherever they reside.

Butte Home Health and Hospice (530) 895-0462
10 Constitution Drive, Suite A, Chico, CA 95973

Caring for Women Pregnancy Center

Free pregnancy tests, education, parenting classes, and resources (diapers, wipes, etc.).

Caring for Women Pregnancy & Resource Center 24/7Hotline (530) 532-9362
Oroville Location: 2362 Lincoln Street, Oroville, CA 95966 (530) 533-8388

Gridley Location: 1065 Hazel Street, Gridley, CA 95948 (530) 649-2315

Covered California

Find the right health insurance plan today.

(800) 300-1506

Enloe Medical Center

24-hour acute care hospital, Level II Trauma Center.

Hospital

(530) 332-7300

Enter at W. Fifth and 1531 Esplanade, Magnolia Ave, Chico, CA 95926

Enloe Prompt Care – California Park

Immediate medical services not requiring emergency care.

California Park

(530) 332-6850

888 Lakeside Village Commons, Building A, Chico, CA 95928

Rapid Care: Adventist Health

Medical Clinic in Paradise

Health Center

(530) 872-2000

5125 Skyway, Suite D, Paradise, CA 95969

Feather River Tribal Health

Health and wellness services for families.

FRTH

(530) 534-5394

2145 5th Avenue, Oroville, CA 95965

Kiwanis Family House – UC Davis Medical Center

Provides temporary, low-cost housing to families who have loved ones being treated for serious conditions at UC Davis Medical Center.

Kiwanis Family House

(916) 736-0116

2875 50th Street, Sacramento, CA 95817

Leukemia and Lymphoma Society

The Leukemia & Lymphoma Society, a 501 charitable organization founded in 1949, is a voluntary health organization dedicated to fighting blood cancer worldwide. LLS funds blood cancer research on cures for leukemia, lymphoma, Hodgkin's disease, and myeloma.

Leukemia and Lymphoma Society

(916) 929-4720

Northern Valley Indian Health

Excellence in healthcare services to Native Americans and all community members.

NVIH

(530) 896-9400

845 W. East Avenue, Chico, CA 95926

Chico - Cohasset Road

(530) 433-2500

Dental, Medical, Prenatal, Gynecology, Family Planning, Pregnancy/Parenting support and Better Babies

10

Updated Spring 2026

500 Cohasset Road, Suite 15 Chico, CA 95926

Chico – Concord Avenue (530) 809-3300

Medical, Behavioral Health, and Community Health & Outreach

1990 Concord Avenue, Chico, CA 95928

Chico – Springfield Drive (530) 781-1440

Children's Health Center Services include medical, Behavioral Health, and Community Health & Outreach

1515 Springfield Drive, Suite #175 Chico, CA 95928

Orchard Hospital

Orchard Hospital is a 24-bed hospital that offers the North Valley a full continuum of health services. We provide quality, compassionate, cost-effective care to our patients. We are an independent, non-profit, health care organization governed by a community-based Board.

Hospital (530) 846-9000

240 Spruce Street, Gridley, CA 95948

Oroville Hospital

24-hour acute care hospital.

Hospital (530) 533-8500

2767 Olive Highway, Oroville, CA 95966

Peg Taylor Center for Adult Day Health Care

Adult day health care services.

Peg Taylor Center (530) 342-2345

124 ~~Parmac~~ Road, Chico, CA 95926

Planned Parenthood – Chico Health Center

Sexual and reproductive healthcare services for everyone.

Planned Parenthood (530) 342-8367

3100 Cohasset Road, Chico, CA 95973 (800) 230-7526

Chico Project S.A.V.E.

Chico based organization sends recycled medical & dental equipment to hospitals and orphanages around the world.

S.A.V.E. (530) 680-5974

1100 Marauder Street, Chico, CA 95973

Shalom Free Clinic

Health screenings, prescription payment assistance, and mental and behavioral health counseling.

Shalom Free Clinic (530) 342-2445

1010 Mangrove Avenue, Suite D, Chico, CA 95926

Shriners Ben Ali Shrine Center

(916) 920-4107

Children with needs to call the hospital for self-referral and will refer to most local clinic and then to the hospital.

Shriners Children's Patient Referral

(916) 453-2191

2425 Stockton Boulevard, Sacramento, CA 95817

Social Security Administration

Social security benefits including retirement, survivors, disability, and SSI.

Chico

(866) 964-7585

1370 E. Lassen Avenue, #150, Chico, CA 95973

Oroville

(866) 331-7130

115 Table Mountain Blvd, Oroville, CA 95965

Women's Health Specialists

Confidential, compassionate, and non-judgmental – reproductive health care, pregnancy tests, birth control, SPI testing, emergency contraception, Pap smears, abortion services, adoption services, & trans health services.

Women's Health Specialists

(530) 891-1911

1469 Humboldt Road, Suite 200, Chico, CA 95928

Women's Resource Clinic

All services are free: Pregnancy Tests and Verification, Education on Options, Bright Course, Ultrasound Imaging (every other Thursday, first and third), and Referrals to Physicians/Midwives.

Clinic & 24-hour Hotline

(530) 897-6101

115 West 2nd Avenue, Chico, CA 95926

Disability Services

Ability First Sports – Adapted Sports Program

Ability First Sports providing year-round adaptive sports workshops for youth and adults with physical disabilities as well as week-long residential youth adaptive sports camp. Ability First Sports can serve as a resource for adaptive sports equipment guidance and equipment fittings.

Ability First

(530) 433-4237

The ARC of Butte County

Services for individuals with disabilities, including respite care and support groups.

Chico

(530) 891-5865

2030 Park Avenue, Chico, CA 95928

Autism Lifespan – Little Red Hen

12

Updated Spring 2026

The mission of Autism Lifespan is to promote lifelong access and opportunities for persons within the autism spectrum and their families, to be fully included participating members of their communities through public awareness, education, and research related to autism.

Autism Lifespan (530) 897-0900
2418 Cohasset Road, Unit 150, Chico, CA 95926

Brain Injury Coalition

A non-profit organization of individuals with brain injury, family caregivers, volunteers and professionals who provide education, information, community outreach and referral services specific to brain injury.

Brain Injury Coalition (530) 342-3118
341 Broadway Street, Suite 311 Chico, CA 95929/P.O. Box 3497, Chico, CA 95927

Butte Community College: Disabled Student Program and Services (DSPS)

Support services for Butte College students with disabilities including assistive technology, educational assistance classes, exam proctoring services, interpreting services, mobility services, note-taking services, and programmatic adjustments.

Disabled Student Program & Services (530) 895-2455
3536 Butte Campus Drive, Oroville, CA 95965

Caminar For Mental Health

~~Caminar~~ Caminar is celebrating 60 years of providing quality, compassionate, and effective behavioral health care for the most vulnerable members of our Northern California communities. A community-based non-profit dedicated to improving the quality of life for people with disabilities by providing opportunities to live in the community with dignity and independence.

~~Caminar~~ Caminar (530) 343-4421
376 Rio Lindo Avenue, Chico, CA 95926

CSU, Chico Accessibility Resource Center (ARC)

Support services for Chico State students with disabilities, may provide services similar to an IEP and/or Section 504 Plan.

Accessibility Resource Center (530) 898-5959
400 W. First Street, Chico, CA 95929
Student Services Center 170

CSU, Chico Autism Clinic

Diagnostic evaluations for motor skills, assessment, and programs for individuals with autism.

Autism Clinic (530) 898-4756
400 W. First Street, Chico, CA 95929
Yolo Hall, Room 243

CSU, Clinic for Communication Disorders

Speech and language services provided by graduate student clinicians.

Center for Communication Disorders (530) 898-5871
400 W. 1st Street, Chico, CA 95929

Deaf and Disabled Telecommunications Program

The Deaf and Disabled Telecommunications Program (DDTP) is a public program that 1) distributes specialized telecommunications equipment to persons with disabilities; 2) provides a dual-party relay system called California Relay Service; and 3) supplies assistance for speech generating devices. (800) 806-1191

Disability Action Center

Free support and advocacy for individuals with special needs, including rental housing, referrals, assistive technology, durable medical equipment, etc.

Disability Action Center (530) 893-8527
1161 East Avenue, Chico, CA 95926

Disability Rights California

Legal advocacy for people living with disabilities.

Disability Rights (916) 504-5800

Do-It Leisure (Paradise Recreation & Park District)

Recreation for developmentally disabled individuals. Job and life skills [support for](#) adults with developmental disabilities.

Do-It Leisure (530) 872-6393
460 W. East Avenue, Chico, CA 95926

Easter Seals Superior California - Sacramento

Easterseals Superior California is dedicated to empowering people with disabilities by offering a wide range of services and leadership opportunities designed to encourage maximum independence.

Sacramento (916) 485-6711

Far Northern Regional Center

Community referrals and advocacy for individuals with developmental disabilities.

Far Northern (530) 895-8633
1377 East Lassen Avenue, Chico, CA 95973

Hartford Place – Apartments in Chico

Apartment building for people with developmental disabilities.

Hartford Place (530) 345-2029
2058 Hartford Drive, Chico, CA 95928

Home & Health Care Management

Skilled nursing, therapy, and personal care in the comfort of your home. The agency specializes in comprehensive care and case management for older adults, children and those living with disabilities in Northern California.

Home Health (530) 343-0727
1398 Ridgewood Drive, Chico, CA 95973

Chico Meals on Wheels

Meal delivery to individuals with health concerns, disabilities or elderly. Delivering to Chico, Paradise, Durham, and Magalia. There is a charge of \$6.25 per meal which is the actual cost of the food.

Chico (530) 343-9147

Office of Clients' Rights Advocacy (OCRA)

OCRA provides free legal information, advice and representation to regional center clients.

Clients' Rights Advocacy (530) 345-4113
150 Amber Grove Drive, Suite 154, Chico, CA 95973

Passages Adult Resource Center

Passages is a non-profit organization that offers resources and services to older adults and family caregivers for little or no cost.

Passages (530) 898-5923
25 Main Street, Suite 202, Chico, CA 95928

Rowell Family Empowerment of Northern California

Information and support services for families of children with special needs.

Rowell Family Empowerment (530) 226-5129
3330 Chum Creek Road, #A1, Redding, CA 96002

State Department of Rehabilitation

Assessment/job placement and training for disabled people.

Chico (530) 895-5507
1370 E. Lassen Avenue, Suite 110, Chico, CA 95973

Oroville (530) 895-5507
78 Table Mountain Blvd., Oroville, CA 95965

Society for the Blind

Society for the blind is a full-service non-profit agency providing services and programs for people who are blind or who have low vision, serving 27 counties in Northern California. Society for the Blind is located in Midtown Sacramento and has been serving the community for 70 years.

Office (916) 452-8271
1238 S Street, Sacramento, CA 95811

Core Skills Classes (916) 452-8271
Our Core Blindness Skills Programs are a comprehensive array of rehabilitation instruction covering four primary areas and available to all ages: Orientation and Mobility, Independent Living Skills, Adaptive Technology, and Braille Literacy.

Senior IMPACT Project (916) 889-7516

Our services and retreats offered through our Senior IMPACT Project are geared for individuals 55 and older and focus on alternative, non-visual techniques and skills that enable you to perform day-to-day tasks and activities, enabling you to maintain or increase your independence and enjoy life to the fullest.

CareersPLUS Youth

(916) 452-8271

CareersPLUS Youth Program provides comprehensive, age-appropriate career readiness, career exploration activities, and a mentor program for teens and youth adults who are blind or have low vision.

Low Vision Clinic

(916) 889-7502 to make an appointment

Our Low Vision Clinic is staffed by Optometrists with special training in low vision eye care. We offer comprehensive low vision evaluations and occupational therapy to train individuals with low vision to help use their remaining functional vision. Our Low Vision Clinic also offers recommendations for assistive devices and low vision resources.

Retail Store

(916) 889-7502 to make an appointment

Our onsite store offers an array of products including: Braille products, canes & accessories, clocks, large print keyboards, fun & games, health aids, kitchen products, personal organization, sewing items, tools, watches, writing aids, and video magnifiers.

State Council on Developmental Disabilities

The State Council on Developmental Disabilities is established by state and federal law as an independent state agency to ensure that people with developmental disabilities and their families receive the services and support they need to fully participate in their communities. Through advocacy, capacity building, and systemic change, SCDD works to achieve a consumer and family-based system of individualized services, supports, and other assistance.

Office

2300 Fair Street, Chico, CA 95928

(530) 895-4027

Wings of Eagles – The Joseph Alvarez Organization

Financial assistance for families with seriously ill children that are considered life-threatening. Apply yearly for out-of-pocket expenses.

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

Work Training Center

Job placement and recreation programs for adults with disabilities.

WTC

(530) 343-7994

460 W. East Avenue, STE 110, Chico, CA 95926

Housing

Chico City Housing Office

(530) 879-6300

411 Main Street, 2nd Floor, Chico, CA 95928

Community Action Agency of Butte County

Services, resources, and advocacy for economically and socially disadvantaged individuals, including transitional housing for families, homeless prevention, energy and environmental services, and the ~~Northstate~~ Food Bank.

Community Action Agency – Chico Location (530) 712-2600
181 East Shasta Avenue, Chico, CA 95973

Community Action Agency – Oroville Location (530) 712-2600
2640 S. 5th Avenue, #1, Oroville, CA 95965

Community Housing Improvement Program (CHIP)

Living solutions that assist low-income and disadvantaged residents find and afford a place to call home.

Community Housing Improvement Program (530) 891-6931
1001 Willow Street, Chico, CA 95928

City of Oroville Housing Development Department

Housing programs for income qualified families.

Oroville Housing Department (530) 538-2495
1735 Montgomery Street, Oroville, CA 95965

Habitat for Humanity of Butte County - ReStore

Homebuilding and home repair for families who qualify for the program.

Habitat for Humanity (530) 895-1271
220 Meyers Street, Chico, CA 95928

Housing Authority of the County of Butte

Housing assistance for low-income residents of Butte County, including Section 8.

Housing Authority (530) 895-4474
2039 Forest Avenue, Chico, CA 95928

Town of Paradise Housing Program

Deferred, low-interest loans to eligible first-time home buyers or homeowners who need repairs or reconstruction.

Housing Program (530) 872-6291 ext. 122
5555 Skyway, Paradise, CA 95969

Legal Services

Butte County Self-Help Assistance and Referral Program (SHARP)

SHARP is the court's Self-Help Center where people who do not have an attorney representing them in their case can seek free legal information and assistance with court forms.

Chico (530) 532-7015
1775 Concord Avenue, Chico, CA 95928

17

Updated Spring 2026

Oroville
1 Court Street, Oroville, CA 95965

(530) 532-7015

Butte County Victim Assistance Bureau

The mission of the Victim Assistance Bureau (VAB) is to reduce the trauma and frustration experienced by victims, witnesses and family members affected by crime through the provision of quality services, information, and support. Trained and experienced Victim Advocates can assist with a variety of services to aid in minimizing the trauma.

Victim Assistance Bureau
25 County Center Drive, #218, Oroville, CA 95965

(530) 538-7340

Legal Services of Northern California

Free legal services and assistance for low-income families as well as senior citizens.

Legal Services of Northern California
541 Normal Avenue, Chico, CA 95928

(530) 345-9491

Community Legal Information Clinic

Free legal information and referrals for everyone.

Community Legal Information Clinic
Behavioral & Social Science Building (Room #121) – 400 W. 1st Street, Room 121, Chico, CA 95929

(530) 898-4354

Superior Court of California, County of Butte County

www.buttelcourt.ca.gov

Butte County Courthouse
One Court Street, Oroville, CA 95965

(530) 532-7002

<i>Appeals</i>	(530) 532-7023
<i>Court Administration</i>	(530) 532-7013
<i>Court Compliance</i>	(530) 532-7014
<i>Criminal</i>	(530) 532-7011
<i>Jury</i>	(530) 532-7001
<i>Juvenile Delinquency</i>	(530) 532-7010
<i>Mediation</i>	(530) 532-7003
<i>Traffic Division</i>	(530) 532-7005

North Butte County Courthouse
1775 Concord Avenue, Chico, CA 95928

(530) 532-7002

<i>Civil Division</i>	(530) 532-7009
<i>Court Compliance</i>	(530) 532-7014
<i>Family Law</i>	(530) 532-7008
<i>Juvenile Delinquency</i>	(530) 532-7010
<i>Probate Division</i>	(530) 532-7017
<i>Traffic Division</i>	(530) 532-7005

18

Updated Spring 2026

Emergency Assistance Services

6th Street Center for Youth

Safe place and services for youth ages 14-24. Offers basic services: showers, laundry, computer access, clothing, snack bags daily, and dinner. Offers free & confidential counseling. Also, has case managers to help with government assistance/benefits and referrals (EBT, birth certificates, Medi-Cal, housing, etc.).

Youth Center (530) 894-8008
130 West 6th Street, Chico, CA 95928

American Red Cross

Emergency shelter, food, and clothing.

Yuba City (530) 673-1460
2125 East Onstott Road, Yuba City, CA 95991

Butte County Adult Protective Services

Adult Protective Services (APS) investigates reports on elder adults (60 years and older) and dependent adults (ages 18 to 59 with physical or mental limitations) when these adults are unable to meet their own needs or are victims of abuse, neglect and exploitation.

Adult Protective Services (530) 538-7538

Catholic Ladies Relief Society – Chico Community Food Locker

Emergency food once a month and help with utilities (utility help beginning in July 2026). Open Monday - Friday 9:00 AM to noon and bring an ID for everyone. Please bring bags for extra items.

Office (530) 895-8331
1386 Longfellow Avenue, Chico, CA 95926

Children's Services Division

Services and intervention for abused and neglected children and their families.

24-hour Abuse Intake Hotline 1-800-400-0902

Chico Location (530) 879-3731
765 East Avenue, Suite 120, Chico, CA 95926

Oroville Location (530) 538-7882
78 Table Mountain Boulevard, Oroville, CA 95965

Father's House Church Food Pantry

Food distribution every Friday from 1:00-2:00 PM (open to the public).

Food Pantry (530) 534-4140
2833 Fort Wayne Street, Oroville, CA 95966

Jesus Center

Sabbath House is a recovery-focused emergency shelter for adult men and adult women experiencing homelessness in Chico. (530) 899-9343

Jesus Center - Women's Shelter, Recovery Focused (Adults only) (530) 345-2640
2255 Fair Street, Chico, CA 95928

Jesus Center - Men's Shelter, Recovery Focused (Adults only) (530) 345-2640
2255 Fair Street, Chico, CA 95928

Renewal Center – Renewal Center is for families & seniors. (530) 345-8102
2218 Fair Street, Chico, CA 95928

Oroville Hope Center

Provides food, clothing and resources to our most vulnerable community members, serving Butte County.

Hope Center (530) 538-8398
2620 S. 5th Avenue, Oroville, CA 95965

Oroville Rescue Mission

Free meals and shelter for homeless individuals in Oroville area.

Oroville Rescue Mission
4250 Lincoln Blvd, Oroville, CA 95966

Men's Shelter
Women's Shelter

Salvation Army

Short-term assistance with basic needs and supplies. Food distribution on Tuesdays from 2:00-4:00 PM (call to sign-up) plus resources. Children's music programs once a week also offered (call in and sign-up as this is for a certain age).

Toll Free (800) 728-7825

Chico (530) 776-1009
567 E. 16th Street, Chico, CA 95928

Oroville (530) 534-7155
1640 Washington Avenue, Oroville, CA 95966

True North Housing Alliance

True North Housing Alliance offers a spectrum of services that move people forward and out of homelessness in Butte County with compassion, dignity, and accountability. Services include street outreach, bridge housing, rapid rehousing and permanent supportive housing.

Torres Community Shelter (530) 891-9048
101 Silver Dollar Way, Chico, CA 95928

Aurora North (530) 891-9048

Aurora North is True North's bridge housing program designed specifically for families working on securing permanent housing. Sometimes there is a waitlist (call for details).

Transportation Services

American Cancer Society

Available help on a "case by case basis" for clients with a cancer diagnosis. Call to access financial and transportation assistance. Assistance in finding lodging for treatment travel available. American Cancer Society can take calls 24/7.

Toll Free

(800) 227-2345

www.cancer.org

American Kidney Fund

Financial assistance - referral must be made from hospital social worker only. For transplant patients, will provide transportation expenses. For dialysis patients, will provide more extensive transportation support.

Toll Free

(800) 638-8299

www.kidneyfund.org

Angel Flight West

Non-emergency air travel using volunteer pilots for people with serious medical conditions and helps with domestic violence relocation.

Toll Free

(888) 4-AN-ANGEL

Office

(310) 390-2958

Butte Regional Transit

Butte Regional Transit is a public transit system which provides bus service in the communities of Biggs, Chico, Gridley, Magalia, Oroville, Palermo, and Paradise and across Butte County. Daily bus services and ADA para-transit services for those who qualify.

Toll Free

(800) 822-8145

B- Line Transit

(530) 342-0221

Adventist Health Home Care & Hospice

Home health and hospice care. Serves Butte County, Sutter County, Yuba County, and Nevada County.

[Adventist Health Home Care & Hospice Yuba City](#)

(530) 673-7100

1007 Live Oak Boulevard, Suite B3, Yuba City, CA 95991

Medi-Cal Managed Care

Free transportation to your Medi-Cal medical appointments. Call your Medi-Cal provider at least 10 days before your appointment.

Anthem Blue Cross

(877) 931-4755

Shriners Hospital for Children

Free van transportation program for patients of Shriners and their families only based on location and availability. Must give three days prior notice.

21

Updated Spring 2026

Elizabeth (Shriners Representative)

(916) 453-2095

Wings of Eagles – The Joseph Alvarez Organization

Financial assistance for families with seriously ill children that are considered life-threatening. Apply yearly for out-of-pocket expenses.

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

Work Training Center

Transportation system offered by WTC for those unable to use public paratransit services.

WTC

(530) 343-7994

460 W. East Avenue, STE 110, Chico, CA 95926

Transition Services

Disability Benefits 101

Many people with disabilities fear that if they go to work, they'll lose needed health care and other disability benefits. DB101 helps people with disabilities and service providers understand the connections between work and benefits. DB101 will help you make informed choices and show you how you can make work part of your plan.

ca.db101.org

Genetically Handicapped Persons Program (GHPP)

The GHPP is a health care program for adults with certain genetic diseases. It helps people who are on GHPP with their health care needs. It works with doctors, nurses, pharmacists, and other members of the health care team in providing many types of health services.

[GHPP](#) (916) 552-9105 (option #2)

Mail:

Genetically Handicapped Persons Program

Integrated Systems of Care Division

MS 4502

P.O. Box 997413

Sacramento, CA 95899-7413

www.dhcs.ca.gov/services/ghpp/Pages/default.aspx

Got Transition

Got Transition aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals, youth and families.

www.gottransition.org

Disability Action Center (formerly Independent Living Services of Northern California)

22

Updated Spring 2026

Disability Action Center (DAC) is a nonprofit organization helping community members with disabilities to achieve and/or maintain their optimal level of self-reliance and independence.

Disability Action Center

(530) 893-8527

1161 East Avenue, Chico, CA 95926

actionctr.org

Office of Disability Employment Policy (ODEP)

The Office of Disability Employment is the only non-regulatory federal agency that promotes policies and coordinates with employers and all levels of government to increase workplace success for people with disabilities.

Office of Disability Employment Policy

U.S. Department of Labor

200 Constitution Ave. NW

Washington, DC 20210

Disability Action Center

1-866-4-USA-DOL

Farmers' Markets

Oroville & Chico Farmers' Markets

Chico

Chico Wednesday Farmers' Market

North Valley Plaza Mall Parking Lot

7:30 AM to Noon, year-round, rain or shine

Pillsbury Road adjacent to Trader Joe's

Chico Downtown Business Thursday Night Market

6:00 PM to 9:00 PM. Opens May 2025

Broadway, 2nd to 5th Streets

Chico Saturday Farmers' Market

7:30 AM to 1:00 PM, year-round, rain or shine.

Downtown Chico municipal parking lot, 2nd and Wall Streets

Sunday Meriam Park Farmers' Market

9:00 AM to noon through October

Farmers Brewing Restaurant Parking Lot

Oroville

Wednesday Oroville Hospital Farmers' Market

9:00 AM to 2:00 PM, opens May 2026 through September

2450 Oro Dam Boulevard (Dove's Landing Parking Lot)

Saturday Oroville Farmers' Market

8:00 AM to Noon

Oroville Convention Center lower parking lot (1200 Montgomery Street)

Volunteer Income Tax Assistance

CARD Community Center

545 Vallombrosa Way, Chico, CA 95926

Call to verify days and times

(530) 895-4711

Oroville Branch Library, Meeting Room (please leave message and someone will call back within 48 hours)

(530) 332-8576

1820 Mitchell Avenue, Oroville, CA 95966

Please call for an appointment

African American Family & Cultural Center

3300 Spencer Avenue, Oroville, CA 95966

(530) 532-1205

Call to verify days and times

Additional Resource Assistance

Butte-Glenn 211

Free and low-cost services available in the community

211

Site Family Engagement Policy

2026-27 Title I, Part A School-Level Parent and Family Engagement Policy - FINAL Hearthstone School

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).

Butte County Office of Education has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]).

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 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 in 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 stakeholders 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
- provide childcare/ transportation, as funding allows, so parents may attend the meeting
- 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 and social media
 - letters home, including email communication
 - in person meetings and other forms of two-way communication

Approved 3/18/26

2026-27 Title I, Part A School-Level Parent and Family Engagement Policy - FINAL Hearthstone School

- 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 stakeholder meetings
- consider the various needs of stakeholders 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 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
 - An election process free of potential or perceived barriers that may preclude participation
 - 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 stakeholder groups information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy

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
- parent access to online curriculum

Building Capacity

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

- 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 children
- provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement.
- provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children
- 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/stakeholders to participate from any location

Approved 3/18/26

**2026-27 Title I, Part A School-Level Parent and Family Engagement Policy - FINAL
Hearthstone School**

- site transition services, as needed
- annual site activities (e.g. workshops aligned to educating parents on academic standards; and potlucks with guest speaker on specific topic)

Assistance may include:

- opportunities for parents to participate/observe in their student's weekly meetings and/or workshops
- materials and trainings to address academic and social-emotional needs

Approved 3/18/26

School Compact

2026-27 Title I, Part A School-Level Parent Compact - FINAL

Hearthstone School

Hearthstone 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 the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Curriculum and Instruction

School Responsibilities:

- Teachers are trained to provide instruction using curriculum aligned to State Content standards.
- A Multi-Tiered System of Support is implemented school-wide 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.
- Provide parents opportunities to volunteer and participate in their student's class, and to observe classroom activities.
- Provide parents and family members with materials and training to help them improve the academic achievement of their student by:
 - Including, as appropriate, topics identified by parents/ family members.
 - Providing 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 (example: family-led committees, resource centers)

Parent Responsibilities:

- Provide first instruction for my child (K-8)
- Monitor work completion
- Participate in decisions related to my child's education
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings
- Pick up my child no more than 15 minutes after classes and scheduled meetings
- Ensure that my student has schoolwork to complete with them if they are staying on campus for longer than 15 unstructured minutes
- Allow student participation in evaluation of progress and work completion
- Follow all school policies (refer to handbook)

Communication

School Responsibilities:

- Conferences
 - Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
 - Detailed Truancy letters are sent home within a timely manner
- Progress Reports completed every semester
- Access to Staff
 - Staff respond to email and phone messages within a timely manner
 - Appointments are available with any staff member working with the student
- Regular two-way, meaningful communication
 - Use CA Department of Education Family Engagement Framework and research-based training materials
 - Schedule training/ coaching with Title I LEA Parent and Family Coordinator

Parent Responsibilities:

- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and grade level meetings, and community events as able
- Ask for help of the school in understanding policy and procedures

School Calendar

2026-2027 BCOE - Hearthstone

July 2026				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2026				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2026				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2026				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2026				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2027				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2027				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Date	Event or Holiday
6-Aug	BCOE Staff Dev Buy Back Day
7-Aug	Optional Buy Back Day - BCOE Employee Recognition
10-Aug	Teacher Prep Day (non-student)
11-Aug	Teacher Prep Day (non-student)
12-Aug	First Student Day
7-Sep	Labor Day - Holiday
11-Nov	Veterans Day - Holiday
23-Nov	Thanksgiving Break - Non Duty
24-Nov	Thanksgiving Break - Non Duty
25-Nov	Thanksgiving Break - BCOE Holiday
26-Nov	Thanksgiving Day - Holiday
27-Nov	Thanksgiving Break - BCOE Holiday
21-Dec	Winter Break - Vacation
22-Dec	Winter Break - Vacation
23-Dec	Winter Break - Non Duty (261)
24-Dec	Winter Break - Christmas Eve - BCOE Holiday
25-Dec	Winter Break - Christmas Day - BCOE Holiday
28-Dec	Winter Break - Vacation
29-Dec	Winter Break - Vacation
30-Dec	Winter Break - BCOE Holiday* 2-Half Day Holidays
31-Dec	Winter Break - New Year's Eve - Holiday
1-Jan	Winter Break - New Year's Day - Holiday
4-Jan	Winter Break - Vacation
18-Jan	Martin Luther King Day - Holiday
12-Feb	Lincoln's Birthday - Holiday
15-Feb	George Washington's Birthday - Holiday
16-Feb	February Break - Non-Duty
17-Feb	February Break - Non-Duty
18-Feb	February Break - Non-Duty
19-Feb	February Break - Non-Duty
26-Mar	Spring Break - Non Duty
29-Mar	Spring Break - Vacation
30-Mar	Spring Break - Vacation
31-Mar	Spring Break - Vacation
1-Apr	Spring Break - Vacation
2-Apr	Spring Break - Vacation
31-May	Memorial Day - Holiday
2-Jun	Graduation
3-Jun	Last Student Day
4-Jun	Teacher Prep Day (non-student)
18-Jun	Juneteenth - Holiday

Academic Days: 180
Minimum Days: 0
Planning Days: 3
Buyback Days: 2
Non-Academic Days: 18
Holidays: 16
Teacher Days: 183

Academic Days: a
Minimum Days: m
Planning Days: p
Buyback Days: b
Non-Academic Days: na
Holidays: h

Know Your Rights

KNOW YOUR RIGHTS!

Congratulations on your new job. You are now a worker—that means you need to know your rights!



laborcenter.berkeley.edu/rights

For more information and details about these laws scan the QR code.



Make sure your boss pays you correctly, on time, and doesn't make you pay for extras, like uniforms. You should be paid for training time. You have the right to sick leave, breaks, a safe workplace, and more.



Don't get paid in cash!

You could get scammed! Your employer has to give you a pay stub showing your hourly wage, the hours you worked, your available paid sick leave, taxes, and other deductions.

EARNINGS STATEMENT						
EMPLOYEE NAME	SSN	EMPLOYEE ID	CHECK NO.	PAY PERIOD	PAY DATE	
		6325-4123	76236	06/28/20 - 07/04/20	07/06/20	
INCOME	RATE	HOURS	CURRENT TOTAL	DEDUCTIONS	CURRENT TOTAL	YEAR-TO-DATE
Regular	22.00	40.00	880.00	FICA MED TAX	12.76	344.52
				FICA SS TAX	54.56	1473.12
				FED TAX	131.20	3542.40
				CA ST TAX	52.80	1425.60
				SDI	8.80	237.60
Sick Leave: Hours Available 24.00						
YTD GROSS	YTD DEDUCTIONS	YTD NET PAY	CURRENT TOTAL	CURRENT DEDUCTIONS	NET PAY	
23760.00	7023.24	16736.76	880.00	260.12	619.88	

Minimum wage!

\$16.90 in 2026; increases every January 1.

Many cities have higher minimum wages.

Some special rules or exceptions may apply, depending on your job.

TIPS:

Workers earning tips have the same minimum wage as other workers. Tips do NOT count toward your minimum wage. Your employer cannot take your tips.

"SHOW UP" (OR "REPORTING TIME") PAY:

If you show up for your scheduled shift and your employer sends you home because there isn't enough work or gives you less than half of your usual or scheduled hours, you may be entitled to partial payment for the cut hours.

GET YOUR CHECK ON TIME:

If your check is late, you are entitled to an additional payment. If you are fired you should receive your final paycheck on your last day of work.

Special minimum wage for fast-food workers!



\$20 per hour

YOU ARE AN EMPLOYEE, YOU HAVE RIGHTS!

If your employer sets your wages and hours and tells you how your job should be done you are an **EMPLOYEE**, not a self-employed "independent contractor." Some employers try to say their workers are independent contractors, not employees, because it saves them money on payroll taxes. It's illegal to hire anyone under age 18 as an independent contractor.

Independent contractors do not have the labor protections like minimum wage, overtime pay, sick leave, and more.

Wage theft is illegal!

When an employer doesn't pay you everything you are owed, that's wage theft and it's illegal.

Some examples of wage theft:

- You are paid less than you were promised
- You are made to do any work before clocking in, after clocking out, or during your breaks
- Your employer makes paycheck deductions (besides those required by the government) without your permission. Common illegal deductions are for things like:
 - Equipment
 - Uniforms
 - Things you accidentally break
 - Cash register shortages caused by mistakes

If you accidentally drop a tray of dishes, take a bad check, or have a customer walk out without paying a check, your employer cannot deduct the loss from your paycheck!

Hours you can work

Teens cannot legally work too late, too early, or too many hours per day or per week. There are rules for the school year and more flexible rules for the summer. Some school districts may have stricter rules than the general California law.

Scan the QR code to learn more.

laborcenter.berkeley.edu/rights



You have the right to breaks and sick leave

BREAKS

All employees are entitled to:

- A 10-minute *paid* rest break for every 4 hours of work
- An unpaid, uninterrupted 30-minute break for every 5 hours of work

PAID SICK LEAVE

- Most workers are entitled to at least five days or 40 hours of paid sick leave (whichever is more) each year. After that, you can take unpaid leave if you are still sick.
- Your employer cannot punish or fire you for using paid sick leave, and cannot require you to find your own replacement while you are out.

IS YOUR JOB DANGEROUS?

Your employer is required to provide:



- A safe and healthy workplace



- Training on chemicals and other hazards



- Protective uniforms and equipment



- Workers' compensation if you are hurt on the job

Report problems to Cal/OSHA, the government agency in charge of workplace safety. Your call to Cal/OSHA is confidential and you don't even have to give them your name.

There are programs to help you if you get hurt on the job, if you become unemployed, disabled or sick and cannot work, or if you need to care for a family member or new baby.

You can refuse to do a task that could get you injured or even killed.

Some jobs are off-limits because they are too dangerous for teens.

Jobs teens are not allowed to do:

- Drive a motor vehicle on public streets as a main part of the job (with some exceptions)
- Drive heavy equipment
- Use powered equipment like a circular saw, box crusher, meat slicer, or bakery machine
- Work in wrecking, demolition, excavation, or roofing, logging or a sawmill
- Prepare, serve, or sell alcoholic drinks
- Work where exposed to radiation.

Also, 14 or 15 year old workers cannot:

- Do any baking
- Cook over an open flame
- Work in dry cleaning or a commercial laundry
- Do building, construction, or manufacturing work
- Load or unload a truck, railroad car, or moving belt.

Scan the QR code to learn more.



laborcenter.berkeley.edu/rights

KNOW YOUR RIGHTS AND GET HELP!



You have the right to join a labor union!

Unions are organizations where workers join forces to improve their working conditions. Through their union, workers negotiate as one with their employer on wages, benefits, health and safety, and other workplace rights. Employees are entitled to work together on common issues, even if they don't have a union.

It is illegal for employers to punish or fire you for joining or forming a union.

Employers CANNOT take your rights

Employers get to decide many things at work, but they cannot violate your rights or punish you for standing up for those rights!

It is illegal for an employer to fire you, cut your hours, give you a worse shift or bad assignment, or punish you in any other way for exercising any of your rights such as refusing to work off the clock, taking paid sick leave, reporting harassment, or insisting on a safe workplace. It is illegal for an employer to call ICE to get back at workers who report workplace violations; employers face high fines for this.



Where to go for help

It can be confusing to figure out how to report an employer for violating your rights. Try to find a trusted adult, like a parent, teacher, or school counselor, to help you exercise your rights.

Scan the QR code to find out where to make a complaint and to find organizations that can help you!



SCAN TO LEARN MORE!



laborcenter.berkeley.edu/rights

Butte County Office of Education 5131.2 Bullying

This policy shall apply to all acts constituting bullying related to a school activity or school attendance occurring within a county office of education (COE) school, to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school, and to all acts of the County Board of Education and the County Superintendent of Schools in enacting policies and procedures that govern the COE.

The County Superintendent recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a welcoming, safe school environment that protects students from physical, mental, and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The Superintendent or designee shall develop strategies for addressing bullying in COE schools with the involvement of students, parents/guardians, and staff. As appropriate the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in Administrative Regulation 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and COE policy as applicable.

Families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Adopted: April 2024 The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying.

Butte County Office of Education AR 5131.2 Bullying

Examples of Prohibited Conduct

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images, which may be shared, sent, or posted publicly. Cyberbullying may include, but is not limited to, personal or private information that causes humiliation, false or negative information to discredit or disparage, or threats of physical harm. Cyberbullying may also include breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the Butte County Office of Education include, but are not limited to:

- **Physical bullying:** An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- **Verbal bullying:** An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- **Social/relational bullying:** An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- **Cyberbullying:** An act that occurs on electronic devices such as computers, tablets or cell phones, such as sending demeaning or hateful text messages, direct messages or public posts on social media apps, gaming forums, or emails, sending rumors by email or by posting on social networking sites, shaming or humiliating by allowing others to view, participate in, or share disparaging or harmful content or posting embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The County Superintendent, or designee shall implement measures to prevent bullying in COE schools, including but not limited to, the following:

- 1) Developing a strategic plan for school connectedness and social skills with benchmark tracking, which may include providing regular opportunities and spaces for students to develop social skills and strengthen relationships and promoting adult support from family and school staff, peer-led programs, and partnerships with key community groups, implementing socially based educational techniques such as cooperative learning projects that can improve educational outcomes as well as peer relations, creating a supportive school environment that fosters belonging through equitable classroom management, mentoring, and peer support groups that allow students to lean on each other and learn from each other's experiences, and building social connection into health education courses including information on the consequences of social connection on physical and mental health, key risk and protective factors, and strategies for increasing social connection

- 2) Ensuring that each school establishes clear rules for student and staff conduct and implements strategies to promote a positive, supportive, and collaborative school climate

Providing information to students, through student handbooks, COE and school websites, and other age-appropriate means, information about COE and school rules related to bullying and harassment prevention, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying, as required by law

1. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
2. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias
3. Annually notifying COE employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. Staff and families are encouraged to model respectful behavior, contribute to a safe and supportive learning environment, and monitor potential causes of bullying.

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

The Superintendent or designee shall post on the district's website, in a prominent location and in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following:

1. The COE's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
2. The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
3. Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
4. District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
5. A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media
6. A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5
7. Any additional information the Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the COE shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, digital and media literacy skills, and appropriate online behavior.

The COE shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff are responsible for teaching and modeling respectful behavior and building safe and supportive learning environments and are expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Preventive strategies may be incorporated into schools' comprehensive safety plans and, to the extent possible, into the local control and accountability plan and other applicable COE and school plans.

Reporting and Filing Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with

Administrative Regulation 1312.3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, regardless of whether a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a district compliance officer, regardless of whether the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in Administrative Regulation 1312.3.

Any individuals with information about cyberbullying activity shall save and print any electronic or digital messages that they feel constitute cyberbullying and shall notify a teacher, school administrator, or other COE employee so that the matter may be investigated. When an investigation concludes that a student used a social networking site or service to bully or harass another student, a report of the cyberbullying may be made to the social media platform together with a request that the material be removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention, and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with COE policies and regulations.

When a student has been suspended, or other means of correction have been implemented against the student, for an incident of racist bullying, harassment, or intimidation, the principal or designee shall engage both the victim and perpetrator in a restorative justice practice suitable to the needs of the students. The principal or designee shall also require the perpetrator to engage in a culturally sensitive program that promotes racial justice and equity and combats racism and ignorance and shall regularly check on the victim to ensure that the victim is not in danger of suffering from any long-lasting mental health issues.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The Superintendent, principal, or designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement, in accordance with Board Policy and Administrative Regulation 5141.52 - Suicide Prevention.

Revised: December, 2021

Revised: February 2022

Revised: April 2024

Legal Reference:

Ed. Code 200-262.4

Ed. Code 32282

Ed. Code 35181

Ed. Code 35291-35291.5

Ed. Code 46600

Ed. Code 48900-48925

Ed. Code 48985

Ed. Code 52060-52077

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity in order to damage that person's reputation.

Examples of the types of conduct that may constitute bullying and are prohibited by the Butte County Office of Education include, but are not limited to:

- **Physical bullying:** An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
- **Verbal bullying:** An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
- **Social/relational bullying:** An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
- **Cyberbullying:** An act such as sending demeaning or hateful text messages or emails, spreading rumors by email or by posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

Measures to Prevent Bullying

The County Superintendent or designee shall implement measures to prevent bullying in Butte County Office of Education schools, including, but not limited to, the following:

Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

Providing information to students, through student handbooks, Butte County Office of Education and school web sites and social media, and other age-appropriate means, about school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying

Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as playgrounds, hallways, restrooms, and cafeterias

Annually notifying Butte County Office of Education school employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

Staff Development

The County Superintendent or designee shall annually make available to all certificated staff and to other employees who have regular interaction with students the California Department of Education (CDE) online training module on the dynamics of bullying and cyberbullying, including the identification of bullying and cyberbullying and the implementation of strategies to address bullying. (Education Code 32283.5)

The County Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the Butte County Office of Education and its employees to prevent discrimination, harassment, intimidation, and bullying of students. Such training shall be designed to provide staff with the skills to:

Discuss the diversity of the student body and school community, including their varying immigration experiences
Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims

Identify the signs of bullying or harassing behavior

Take immediate corrective action when bullying is observed

Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

Information and Resources

The County Superintendent or designee shall prominently post on 'the web site, in a manner that is easily accessible to students and parents/guardians, information on bullying and harassment prevention which includes the following: (Education Code 234.6)

The Butte County Office of Education policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6

The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8

Title IX information included on the 'Butte County Office of Education's web site pursuant to Education Code 221.61, and a link to the Title IX information included on 'DE's web site pursuant to Education Code 221.6

Butte County Office of Education policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying

A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

A link to statewide resources, including community-based organizations, compiled by CDE pursuant to Education Code 234.5.

Any additional information the County Superintendent or designee deems important for preventing bullying and harassment

Student Instruction

As appropriate, the Butte County Office of Education shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective

communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

The Butte County Office of Education shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.

To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.

Reporting and filing of complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a Butte County Office of Education compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312-3 - Uniform Complaint Procedures. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report such observation to the principal or a Butte County Office of Education compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the Butte County Office of Education compliance officer identified in AR 1312.3.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the County Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Discipline/Corrective Actions

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with Butte County Office of Education Superintendent Policy and Administrative Regulations.

When appropriate based on the severity or pervasiveness of the bullying, the County Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

Support Services

The County Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the County Superintendent or designee shall, as appropriate, implement Butte County Office of Education intervention protocols which may include, but are not limited to, referral to Butte County Office of Education or community mental health services, other health professionals, and/or law enforcement.

Revised: February 2022

USE OF SECLUSION AND RESTRAINT

County Office staff shall enforce standards of appropriate student conduct in order to provide a safe and secure environment for students and staff on campus, but are prohibited from using seclusion and behavioral restraint to control student behavior except as authorized by law when the behavior poses a clear and present danger of serious physical harm to the student, other students, or others on campus, and that cannot be immediately prevented by a less restrictive response.

Definitions

Behavioral restraint includes mechanical restraint or physical restraint used as an intervention when a student presents an immediate danger to self or to others. Behavioral restraint does not include postural restraints or devices used to improve a student's mobility and independent functioning rather than to restrict movement.

Mechanical restraint means the use of a device or equipment to restrict a student's freedom of movement. Mechanical restraint does not include the use of devices as prescribed by an appropriate medical or related services professional, including, but not limited to, adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment; vehicle safety restraints during the transport of a student; restraints for medical immobilization; or orthopedically prescribed devices which permit a student to participate in activities without risk of harm. Mechanical restraint also does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the torso, arms, legs, or head freely. Physical restraint does not include a physical escort in which a staff member temporarily touches or holds the student's hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. Physical restraint also does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

Seclusion means the involuntary confinement of a student alone in a room or an area from which the student is physically prevented from leaving. Seclusion does not include a timeout involving the monitored separation of the student in an unlocked setting, which is implemented for the purpose of calming the student.

Prohibitions

Seclusion and behavioral restraint of students shall not be used in any form as a means of coercion, discipline, convenience, or retaliation.

In addition, staff shall not take any of the following actions:

1. Administer a drug that is not a standard treatment for a student's medical or psychiatric condition in order to control the student's behavior or restrict the student's freedom of movement
2. Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use as a locked room
3. Use a physical restraint technique that obstructs a student's respiratory airway or impairs a student's breathing or respiratory capacity, including a technique in which a staff member places pressure on the student's back or places their body weight against the student's torso or back
4. Use a behavioral restraint technique that restricts breathing, including, but not limited to, the use of a pillow, blanket, carpet, mat, or other item to cover a student's face
5. Use prone restraint, defined as the application of a behavioral restraint on a student in a facedown position for any period of time and includes prone containment
6. Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the student or others



Annual Notification: Release of Student Directory Information

Dear Parent/Guardian:

The **Family Educational Rights and Privacy Act (FERPA)**, a federal law, requires that the Butte County Office of Education, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the District may disclose appropriately designated "**Directory Information**" without written consent, unless you have advised the District to the contrary in accordance with District procedures.

What is Directory Information?

Directory information is information that is generally not considered harmful or an invasion of privacy if released. It is used in school and district publications such as:

- A playbill showing your child's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs.
- Sports activity sheets

Disclosure to Outside Organizations

Under federal law (ESEA), the District is required to provide military recruiters, upon request, with student names, addresses, and telephone listings, unless parents have advised the District in writing that they do not want this information disclosed.

Designated Directory Information Items

- The District has designated the following as directory information:
- Student's name, address, and telephone number.
- Email address and date of birth.
- Major field of study and dates of attendance.
- Participation in officially recognized activities and sports.
- Weight and height of members of athletic teams.
- Degrees, honors, and awards received.
- Most recent previous school attended.

Note: The District will **not** disclose a student's Social Security Number, citizenship status, immigration status, place of birth, or national origin as directory information.



Opt-Out Request Form: Release of Student Directory Information

Complete this section **ONLY** if you wish to withhold your consent for the release of directory information.

I request that the District **withhold** the "Directory Information" for the student named below. I understand this means the student's name and information will **not** appear in the yearbook, graduation programs, or other school publications.

Student Name: _____

School: _____ Grade: _____

I wish to opt-out of (Check all that apply):

- ☐ **All Directory Information** (Includes yearbook, sports programs, awards lists).
- ☐ **Military Recruiters** (Withholds contact info from military recruiters only).
- ☐ **Outside Organizations** (Withholds info from class ring/yearbook companies)

Parent/Guardian

Print Name

Date

Signature



Parent / Guardian Consent for AI Tools

I, as a parent / guardian of _____ [Student Name], understand and acknowledge the following:

- My child's use of Artificial Intelligence (AI) is voluntary and not a required part of the Butte County Office of Education (BCOE) educational program;
- The traditional security settings for the educational environment may not be feasible for all usage of AI.
- Students and Staff have been instructed not to insert any personally identifiable information or to use AI in a harmful manner, however, AI may still generate inappropriate content.
- By allowing my student to utilize AI in an educational setting, I agree to assume any risk, hold BCOE harmless, and waive any liability that may arise from student use of such AI tools, including but not limited to student data privacy rights found in the traditional educational setting such as the Family Educational Rights and Privacy Act ("FERPA") and California Education Code sections 49073.1 and 49073.6.
- I understand that if my child fails to abide by the expectations stated in the Acceptable Use Agreement and this Consent Form, it may result in discipline, at the discretion of administration.

By signing below the parent/guardian hereby agrees to the terms stated above.

Parent / Guardian:

Print Name

Date

Signature

Acknowledgment of Receipt



Butte County Office of Education

2026-2027 Acknowledgment of Receipt and Review

Dear Parent/Guardian:

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

Should your child be enrolling in Butte County Schools for the first time, a copy of your child'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 child'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)