

ANNUAL PARENT & STUDENT HANDBOOK



TABLE MOUNTAIN
— **SCHOOL** —

Butte County Office of Education

2026-2027

Table Mountain School

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GENERAL INFORMATION

Welcome

Welcome to the 2026-2027 school year! All staff extend their sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the information you need to assist your student in being successful at Table Mountain School.

In accordance with the Butte County Office of Education (BCOE) policies, the purpose of Table Mountain 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 established rules and regulations to achieve these objectives.

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

School Mission Statement

Create positive relationships with all students while providing opportunities for academic growth, social emotional learning, and college/career success.

School Address

41 County Center Drive, Oroville, CA 95965

School Telephone

(530) 532-5688

School Website

bcoe.org/subsites/table-mountain-school/

Dates to Remember

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

Daily Schedule**Table Mountain School Daily Schedule**

TIME	TEACHER	CLASS	MINIMUM DAY Wednesday
Camp/CSP			
8:30 – 9:30	Joe	Physical Education	
9:30 – 9:50	Joe	D'Mind	
9:50 – 10:40	Joe	Math	Math Intervention
10:40 – 11:30	Travanti	Social Science	ELA Intervention
11:30 – 12:15	Joe	English	Advisory Individualized Learning
12:15 – 12:55		Student Lunch	
1:00 – 1:50	Joe	Science	Student Early Release
2:00 – 2:50	Joe	Advisory Homework Hour	
Detention			
8:30 – 9:20	Travanti	English	ELA
9:20 – 9:30	Travanti	D'Mind	
9:30 – 10:40	Travanti	Physical Education	
10:40 – 11:30	Joe	Math	Math Intervention
11:30 – 12:15	Travanti	Science	ELA Intervention
12:15 – 12:55		Student Lunch	
1:00 – 1:50	Travanti	Social Studies	Student Early Release
2:00 – 2:50	Travanti	Advisory Homework Hour	

Staff Directory

Table Mountain School-----	532-5688
Janis Delgado, Principal-----	532-5688
Amy Burke, Resource Teacher-----	532-5688
Joe Crispin, Teacher-----	532-5688
Travanti Tate, Teacher-----	532-5688
Rachelle Klobas, Senior Administrative Assistant-----	532-5688
Leonora King, Instructional Paraprofessional-----	532-5688
Jannett Graham, Transition Specialist-----	532-5833
Cody Walsh, Community School Coordinator-----	532-5688

Enrollment and Disenrollment

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

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

According to BCOE's Local Education Area Plan, an Individual Learning Plan (ILP) will be completed within two weeks of enrollment to ensure that the student progresses toward grade promotion and graduation. The ILP will include a four-year academic plan. TMS transition staff will develop a transition plan within twenty calendar days of student enrollment.

Handbook Accessibility (print and web)

The Table Mountain School handbook is prominently posted on the school's website. Copies are always available in the lobby of the Butte County Juvenile Hall.

BEHAVIOR

School Rules, Discipline, Student Conduct and Suspension

Student Conduct – SP 5131

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

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

Discipline – SP 5144

Some of the following do not apply to Table Mountain School as the campus is located inside Butte County Juvenile Hall, yet notification is still required.

Notice to Parents/Guardians and Students

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

Transfer of Suspension and Expulsion Disciplinary Records

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

Corporal Punishment

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

Discipline Actions

Acceptable discipline techniques include, but are not limited to:

- 1) Use of positive behavior supports;
- 2) Warnings and redirection 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;
- 9) Unacceptable discipline techniques;
- 10) Making threats, shouting;
- 11) Personal indignities, ridicule;
- 12) Revenge or temper explosions;
- 13) Assigning school tasks as punishment;
- 14) Reducing pupil's achievements in task assignments as punishment.

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

Suspension for Unruly or Disruptive Conduct

The following items are illegal to possess on school campus:

- 1) Firearms, knives of any kind (including pocket knives), or anything that could be used as a weapon;
- 2) Alcohol, tobacco, or drugs of any kind (prescription medicine, as well as over-the-counter medication, must be stored in the office). (ED Code 48900 c,h,i);

- 3) Matches, lighters, firecrackers, or other explosives;
- 4) Other disruptive, illegal, or dangerous objects.

Suspension

Suspension is a consequence of serious misbehavior. Students are excluded from school for a period of 1-5 days. Parents are notified as soon as possible by telephone and will receive written notification. 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 each teacher.

A teacher may suspend any student from his or her class for the day of, and the day following, any of the acts enumerated in Ed Code Section 48900.

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

Recommendation for Expulsion AR 5144.1

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

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

Mandatory Recommendation for Expulsion

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

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

Possessing an explosive as defined in 18 USC 921.

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

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7 and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly

failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student cause a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

The school administrator retains the right to amend this handbook for just cause. Parents/guardians will be given prompt notification in the event that changes are made.

Student Expectation

All students are expected to:

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

Dress and Grooming – SP5132

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

Care of School Materials and Repayment

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

Misuse of Materials and Technology

Technology Access SP 6163.4

Users are expected to use technology and the Internet as an educational resource. The County Superintendent intends that the technological resources provided by Butte County Office of Education be used safely, responsibly, and properly in support of the instructional program and for the advancement of student learning. Before using Butte County Office of Education technological resources, each student, and their parent/guardian shall sign and return an *Acceptable Use Agreement* specifying user obligations and responsibilities. In that agreement, the student and their parent/guardian shall agree not to hold Butte County Office of Education or any staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or users' mistakes or negligence. They shall also agree to indemnify and hold harmless Butte County Office of Education and personnel for any damages or costs incurred.

Student Technology Use Expectations

- 1) Students shall not access material that is obscene, pornographic, child pornography, "harmful to minors", or otherwise inappropriate for educational uses.
- 2) Students shall not use school resources to engage in "hacking" or attempts to otherwise compromise system security.
- 3) Students shall not engage in any illegal activities on the internet.

- 4) Students shall only use electronic mail, chat rooms, and other forms of direct electronic communications for school-related purposes.
- 5) Students shall not download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have permission from the Network Administrator, nor shall students copy other people's work or intrude into other people's files.
- 6) Students shall not disclose personal information, such as name, school, address, and telephone number outside of the school network.
- 7) Students shall notify the teacher or BCOE staff member immediately, if by accident, you encounter materials which violate the boundaries of appropriate use.
- 8) Students shall be held accountable for their actions and for the loss of privileges if the Rules of Appropriate Use are violated.
- 9) Students shall not engage in any form of cyberbullying, including, but not limited to, cyber sexual bullying, the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Student Cell Phones and Personal Items

Students enrolled at Table Mountain School are detained in the Butte County Juvenile Hall. As such, they do not possess cell phones or personal items.

Sexual Harassment

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

Instruction/Information

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

- 1) What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same gender;
- 2) A clear message that students do not have to endure sexual harassment;
- 3) Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
- 4) Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

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

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

In any case of sexual harassment involving the Principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who observes the incident shall report to the non-discrimination coordinator or the 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 occurred, they shall take prompt, appropriate action to end the harassment and address its effects on the victim. The Principal or designee shall also advise the victim of any other remedies that may be available. The Principal or designee shall file a report with the County Superintendent or designee and refer the matter to law enforcement authorities, where required.

Disciplinary Measures

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

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

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

ACADEMICS

Academic Policies

Regulations Regarding Grades/Evaluation of Student Achievement AR 2151

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

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

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

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

Academic Integrity

Table Mountain School expects all students to abide by ethical academic standards. Academic dishonesty, including plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination is strictly prohibited. Table Mountain School's *Academic Integrity Policy* covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class. The purpose of the policy is to prepare students for the reality created by the explosion of technology, for the world of college and beyond, where cheating and plagiarism have dire consequences.

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

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

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from others. Students found to have engaged in academic dishonesty shall be subject to disciplinary as well as academic penalties, as outlined below

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

Core and Elective Courses

Core Classes

English (Grade 9)

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

English (Grade 10)

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

English (Grade 11)

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

English (Grade 12)

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

Integrated Mathematics Course I

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

Integrated Mathematics Course II

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

Integrated Mathematics Course III

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

Business Math (Grades 9-12)

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

World History (Grade 10)

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

US History (Grade 11)

This course starts with the events that bring forth the enlightened ideals that become the U.S. Constitution and the story of the people who were born and journeyed to live under this evolving contract. It further reviews the tests on the federal government during the expansion of the country and The Civil War. It reviews the actions toward the Native peoples and Immigrants, and the results of industrialization and isolationism. The course continues

through two world wars and The Great Depression. It tracks the serious nature of the nuclear age and The Cold War and moves through the current technological revolution and all realities that it created.

Economics (Grade 12)

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

Government and Civics (Grade 12)

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

Earth Science (Grade 9-12)

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

Life Science (Grade 9-12)

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

Fundamentals of Art (Grade 9-12)

Visual Art is a survey course which emphasizes the development of artistic perceptual skills, visual arts vocabulary, creative expression and communication through original works of art. The historical/cultural role and development of visual arts is also presented. Visual Art integrates lessons in Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation to form a comprehensive approach to art that helps every student – regardless of their learning style – think more creatively, make better decisions, even learn the art of self-discipline.

Physical Education

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

Elective Subjects

Reading Intervention

This course is designed to provide instruction in basic and developmental reading skills and strategies while emphasizing individual student progress. Course content depends on students' abilities entering the course and is designed to accelerate student growth in reading ability. Instruction may focus on reading silently or aloud, vocabulary development, comprehension, fluent decoding, reading/writing connections, text-based collaboration, student motivation and self-directed learning.

Comprehensive English

This course is designed to build upon the students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. The course introduces students to various genres of literature through writing exercises often linked to the reading selections. Students learn literary analysis skills. They also learn to write persuasive,

critical, and creative multi-paragraph thematic essays and compositions. In upper-level courses, students write essays and learn the techniques of writing research papers.

English Literature

This course is designed to offer the student an opportunity to study and reflect upon English literature. Students improve their critical thinking skills as they determine the underlying assumptions and values presented in English literary works. Oral discussion and written composition are integral parts of the course emphasis. The course may survey representative works of a particular genre or a specific theme or works of a particular era of English literature.

Composition

Composition emphasizes expository writing, logical development and statement of thought, and the refinement of basic writing skills. Though the structure of the course may include analyzing literature, its primary purpose is to improve the students' writing. Students compose papers using the descriptive, narrative, persuasive, or expository mode.

Algebra Intervention

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

Computer Literacy

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

World Regional Geography

This course provides an understanding of the distribution and characteristics of the world's major cultures and of the dynamics of human migration and cultural diffusion. Topics include basic physical geography, map reading, and studies of various regions of the world. The course emphasizes the traditional and contemporary roles of foreign nations in the growth of American culture.

Career Education

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

Child Development & Guidance

A concentration content area course that expands on the comprehensive core and prepares students to understand children's physical, mental, emotional and social growth and development as well as provide for their care and guidance. Instruction includes prenatal developments, inherited characteristics, health and safety, guidance and discipline, cultural diversity, and child abuse and neglect. This course provides a solid foundation for any career that involves working with children, including childcare and education.

Life Skills

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

Health (Grade 9-12)

Students enrolled in Health will be exposed to many aspects necessary to lead a healthy life. Students will: (1) understand how to enhance and maintain their health and well-being; (2) understand behaviors that prevent

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

Food and Nutrition

This concentration course expands on the comprehensive core and prepares students to understand the scientific principles of nutrition, the relationship of nutrition to health and well-being, and careers related to food and nutrition. Instruction includes nutrition and health, safety and emergencies, food safety and sanitation, meal management, food preparation, food purchasing, food in culture, the science of food and nutrition, food costs and production, and food technology. This course provides a solid background for a wide range of careers including food science, dietetics and nutrition, as well as food service and hospitality.

Keyboarding (Typing)

This instructional program prepares individuals to operate a computer keyboard by using the touch system, set tabs and margins, adjust spacing, center text, and format simple letters and reports.

Homework, Make-up Work, Extra Credit

Homework – AR 6154

TMS Principal and staff develop and regularly review a school-site homework plan which includes guidelines for the assignment of homework and describes the responsibilities of students, staff and parents/guardians. The plan includes all of the following:

- 1) For each grade level, the amount of time that students shall be expected to spend on homework;
- 2) The means by which parents/guardians shall be informed about:
 - a. Homework expectations;
 - b. How homework relates to the student's grades;
 - c. How best to help their student.
- 3) Techniques that will be taught to help students allocate their time wisely, meet their deadlines and develop good personal study habits;
- 4) The access that students shall have to obtain;
- 5) Resource materials;
- 6) Assistance and/or tutoring through telephone help lines and/or after school centers;
- 7) The means by which teachers shall coordinate assignments so that students do not receive an overload of homework one day and very little the next and;
- 8) For each grade level, the extent to which homework assignments shall emphasize independent research, reports, special reading and problem-solving activities.

Table Mountain School homework is coordinated between the teachers and the students. It is optional and considered for final grades and credits.

Make-up Work

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

Extra Credit

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

Challenging Courses by Examination – SP6155

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

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

Graduation Requirements

High School Graduation Requirements SP 6146.1

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

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

Graduation Course Requirements:

The County Superintendent may grant a high school diploma to Table Mountain School students who, while in grades 9 to 12, inclusive, have completed at least the following number of courses and credits listed on the chart of Standards of Proficiencies in Basic Skills.

Standards of Proficiency in Basic Skills

Prescribed Course of Study	Table Mountain School
Subject Area	Year Credits
English 9	10
English 10	10
English 11	10
English 12	10
* Math	20
Fine Arts, Foreign Language, or Career Technical Education (CTE)	10
World History/Geography	10
US History	10
US Government	5
Economics	5
Life Science	10

Physical Science	10
PE	20
Electives (EL)	40
Total	180

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

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

State and Local Assessments

Statewide Testing Notification

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

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

- **Smarter Balanced Assessment Consortium Assessments**

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

- **California Science Tests (CAST)**

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.

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 of the CAASPP assessments.

English Language Proficiency Assessments for California

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

Physical Fitness Test

The physical fitness test for students in California schools is the FitnessGram®. The main goal of the test is to help students in starting lifelong habits of regular physical activity. Students in grades five (5), seven (7), and nine (9) take the fitness test.

High School Equivalency Test (HiSET)

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

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

Local Assessments

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

Grades and Repeating Classes

Grading

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

95% to 100%	=	A	90% to 94%	=	A-
87% to 89%	=	B+	83% to 86%	=	B
80% to 82%	=	B-	77% to 79%	=	C+
73% to 76%	=	C	70% to 72%	=	C-
67% to 69%	=	D+	63% to 66%	=	D
60% to 62%	=	D-	Below 60%	=	F

Report Card / IEP Goals Mastery Updates

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

Pass/Fail Grading

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

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

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

Repeated Classes

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

Workplace Readiness Week

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

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs

Academic guidance is provided by the Principal to Table Mountain School students. BCOE transition specialists provide transition supports. Counseling services are provided by a therapist employed by Butte County Juvenile Hall for all youth who are detained. Education Related Mental Health Services are provided as indicated in students' Individualized Education Plans.

Medical and Medication

The Butte County Juvenile Hall has a nurse on site full time to attend to student medical needs and disburse medications. Students are transported by Butte County Juvenile Hall staff if additional medical attention is necessary.

Comprehensive Sexual Health & HIV/AIDS Instruction

Sexual Health Education and HIV Prevention

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

Student Surveys, Tests and Questionnaires Regarding Sexual Attitudes and Practices

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

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, psychologists, 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.

Married, Pregnant, and Parenting Students

Married, pregnant and parenting students at Table Mountain School 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 Table Mountain School Transition Specialist.

Table Mountain School 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, Table Mountain School 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 TMS 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 Table Mountain School makes a finding that the student is reasonably able to complete the local educational agency's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.
10. In accordance with subdivision (d) of Section 221.51, a pregnant or parenting student shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program.
11. A student shall not incur an academic penalty as a result of his or her use of the accommodations specified in this section.

Food Services

Table Mountain School provides only snacks to students. Those snacks meet school nutrition guidelines. The Juvenile Hall provides meals to students. Juvenile Hall addresses the needs of students with special dietary requirements. Table Mountain School includes nutrition education in their health curriculum, and as part of the Food Nutrition class that students are enrolled in to get their Food Handlers certifications.

SAFETY

Data and Student Privacy

The Family Educational Rights and Privacy Act (FERPA)

(20 U.S.C. § 1232g; 34 CFR Part 99)

Rights under FERPA for Butte County Office of Education Schools

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

- 1) The right to inspect and review the student's education records within 45 days after the day the Butte County Office of Education (BCOE) receives a request for access.
 - a) Parents or eligible students who wish to inspect their student's or their education records should submit to the school Principal, or appropriate school official, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- 2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - a) Parents or eligible students who wish to ask the BCOE to amend their student's or their education record should write the school Principal, or appropriate school official, clearly identify the part of the record as requested by the parent or eligible student, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- 3) The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

- a) One exception, which permits disclosure without consent, is disclosure to school officials with legitimate education interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official is a person employed by BCOE in an administrative, supervisory, academic, or support staff position; a person or company with whom BCOE has contracted including but not limited to attorneys, auditors, information technology systems providers and their staff, emergency communication systems personnel, or outside institutions involved in student learning experiences including but limited to identified systems such as, Google Apps for Education, Microsoft Office 365, Discover Education, Typing Pal, or i-Ready. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
 - b) Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the BCOE to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:
- Family Policy Compliance Office
 - U.S. Department of Education
 - 400 Maryland Avenue, SW

Washington, DC 20202

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

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

- 1) To other school officials, including teachers, within the educational agency or institution, whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- 2) To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- 3) To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State Educational Agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

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

Emergency Procedures

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.

Butte County Office of Education welcomes community input and always looks for ways to improve the safety of BCOE 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 BCOE policies and procedures comply with all state and federal laws related to:

- 1) Documenting immunizations of new students
- 2) Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter
- 3) Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from Department of Justice prior to hire
- 4) Developing emergency-response procedures
- 5) Training for staff in emergency response, including appropriate first responder training or its equivalent and prevention strategies regarding contact with blood-borne pathogens
- 6) Assuring staff are trained and implement mandated child abuse reporting that conforms to current law

- 7) Training and procedures are in place to assist with the prevention of acts of bullying and cyberbullying including the availability of the California Department of Education online training module to all employees who interact with students or an equivalent
- 8) The adoption of a suicide prevention policy and training for staff
- 9) 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
- 10) Establishing the school as a drug, alcohol and tobacco-free workplace
- 11) Maintaining annually reviewed Site Safety Plans
- 12) Compliance with the Americans with Disabilities Act

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

Comprehensive School Safety Plan

All BCOE schools have in place a Comprehensive School Safety Plan for school safety, which is available for review by parents and students at the school site. Additionally, all 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. A copy of the Comprehensive School Safety Plan is available for review upon request, legal reference EC 32000-32004 School Safety.

Parent Volunteers and Visitors

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

Field Trips and Transportation of Students

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

Procedures for Student Injury

The Butte County Juvenile Hall has a nurse on site full time to attend to student injuries. Students are transported by Butte County Juvenile Hall staff if additional medical attention is necessary.

Annual School Climate Survey

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

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

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

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

Firearm 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.

Dangers of Synthetic Drugs

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

ENGAGEMENT

Communication, Conferences and Staff Accessibility

Communication is a key component to a student's success at Table Mountain School.

Communication provides parents with frequent reports on their student's progress. Communication includes:

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

Conferences:

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

Staff Accessibility:

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

Parent-Community Engagement Opportunities

Butte County Juvenile Hall staff serve in loco parentis in collaboration with Table Mountain School staff to ensure that Table Mountain students receive the academic, behavioral, and social-emotional needs of each student. Table Mountain School staff work in collaboration with Butte County Juvenile Hall staff and the Boys and Girls Club to hold two Open House events annually. Two graduation ceremonies are held in the BCOE Board Room for students in the Camp Program and graduations are held as needed in the Butte County Juvenile Hall visiting room for students in the Detention Pod.

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

SCHOOL SITE STAFF

Staff Professional Learning

Table Mountain staff participates in regular professional development to ensure high-quality instruction for students at all levels. The school provides professional development through whole-staff meetings, and additional

PD opportunities, as requested by staff. The LEA aligns professional development paid from federal funding to LCAP and SPSA goals and action steps designed to support high-risk youth. Staff participates in ongoing opportunities for professional growth, including conferences, workshops and regularly scheduled staff meetings. Staff are strongly committed to building and sustaining a culture of continuous improvement, as Professional Learning Communities (PLC), that promote a high level of instructional leadership and professional learning to ensure great teaching for every student.

ATTENDANCE

Pupil Attendance and Absences

Absence Based on Justifiable Personal Reasons

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

Education Code Section 48205 – Excused Absences

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

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

- c) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.
- d) "Immediate family", as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil".
- e) Family emergency
- f) A family emergency shall be considered to exist when unforeseen circumstances cause the need for immediate action, such as may occur in the event of a natural disaster or when a member of the child's immediate family dies, has an accident, or is required to appear in court.
- g) Time spent with a parent/guardian or other relative as required by a court of law
- h) Time spent with a parent/guardian or other relative, which is clearly in the best interest of the child.

Unexcused Absence

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

Late Arrival and Early Departure Instructions

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

Truancy

Upon a pupil's initial classification as truant, parent/guardian will be notified of the following:

- 1) That the pupil is truant;
- 2) That the parent or guardian is obligated to compel the attendance of the pupil at school;
- 3) That the parent or guardian may be guilty of a criminal infraction if the parent or guardian fails to meet this obligation;
- 4) That alternative educational programs are available in the district;
- 5) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy;
- 6) That the pupil may be subject to arrest and prosecution;
- 7) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege;
- 8) That it may be recommended that you accompany the pupil to school and attend classes with the pupil for one day.

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

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

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

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

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.

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 877-6328

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).

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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.

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) **(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**

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 GroupsChico 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,

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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

24/7 Hotline (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(c)(3) 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

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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 ~~Pamac~~ 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

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 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

(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

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Updated Spring 2026

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 Churn 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

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Updated Spring 2026

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) 839-7502 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) 839-7502 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, SCD~~D~~ 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 - Re Store

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

~~Referred~~, 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

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Oroville (530) 532-7015
1 Court Street, Oroville, CA 95965

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 (530) 538-7340
25 County Center Drive, #218, Oroville, CA 95965

Legal Services of Northern California

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

Legal Services of Northern California (530) 345-9491
541 Normal Avenue, Chico, CA 95928

Community Legal Information Clinic

Free legal information and referrals for everyone.

Community Legal Information Clinic (530) 898-4354
Behavioral & Social Science Building (Room #121) – 400 W. 1st Street, Room 121, Chico, CA 95929

Superior Court of California, County of Butte County

www.buttecourt.ca.gov

Butte County Courthouse (530) 532-7002
One Court Street, Oroville, CA 95965

<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 (530) 532-7002
1775 Concord Avenue, Chico, CA 95928

<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

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 Onslott 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

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Updated Spring 2026

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.

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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)

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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

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Updated Spring 2026

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 Vallemmbrosa 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

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Updated Spring 2026

School Family Engagement Policy

Table Mountain School
Title I, Part A School-Level Parent and Family Engagement Policy
2026-27

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

- Make every effort to schedule meetings at a variety of times to allow parents and family members opportunities to attend
- Hold the Title I Parent Meeting each fall at a convenient time for parents
- Notify parents in a format, and where practicable, a language they will understand
- Provide timely information in the following ways:
 - School website
 - Letters home, including email communication
 - In-person meetings and other forms of two-way communication
- Accommodate a request for a meeting with any staff member or school administrator working with their student
- Provide the opportunity for public comment at regularly scheduled school advisory meetings
- Provide an annual LCAP Survey and community partners meetings
- Consider the various needs of community partners when sending communication or providing training, 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 with other advisory councils and community partner groups information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy

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

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

- In-person meetings, including parent-teacher conferences
- Parent education trainings/seminars
- Written communication, including email
- Aeries Parent/Student Portal

Building Capacity

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

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

Table Mountain School
Title I, Part A School-Level Parent and Family Engagement Policy
2026-27

among staff, parents, and the community to improve student academic achievement.

Meaningful interactions may include:

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

Assistance may include:

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

Training may include:

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

Staff Training

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

The school may offer:

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

Parent Compact

Table Mountain School Title I, Part A School-Parent Compact 2026-27

The Table Mountain 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 students achieve the State high academic standards (ESSA Section 1116[d]).

Curriculum and Instruction

School Responsibilities:

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

Parent Responsibilities:

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

Communication

School Responsibilities:

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

- Conferences:
 - A conference request form is available on the school website. Parents/guardians can request a conference with their student's teacher, the school's transition specialist and/or the principal at any time. Parents are made aware of this opportunity upon enrollment by phone and by mail in the welcome packet sent home upon student enrollment.
- Progress Reports:
 - The school's Transition Specialist sends an academic summary letter and contacts parents/guardians by phone to begin student transition planning by the 20th day of school enrollment. Report cards are sent home quarterly and immediately follow each Extended School Year (ESY) session.
 - Official transcripts are available upon request and can be provided within 24 hours.
 - Parents/guardians also have access to the Aeries Parent Portal.
- Access to Staff:
 - Table Mountain School (TMS) is located in the secure Butte County Juvenile Hall facility, therefore opportunities for parents/guardians to volunteer, observe and participate in their student's classes are restricted by the Butte County Probation Department. However, parents have unrestricted access to all TMS staff by phone and email.

**Table Mountain School
Title I, Part A School-Parent Compact
2026-27**

- 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:
 - TMS staff works to involve parents/guardians in a variety of ways including: Fall Back To School Night and Annual Title 1 Meeting, Spring Open House, Graduation Ceremonies, Transition Planning, Invitations to School Site Council Meetings, Welcome Packet, and in-person and virtual conferences.
 - TMS leadership and staff developed a three-year Family Engagement Plan with input from the School Site Council to increase outreach and meaningful two-way communication.
 - Translation services are provided by the Butte County Office of Education as needed for documents and conferences.

Parent Responsibilities:

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

School Calendar

2026-2027 Traditional BCOE - Table Mountain School

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
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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
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
31-May	Memorial Day - Holiday
1-Jun	Teacher Prep Day (non-student)
25-May	Last Student Day
26-May	Non-Academic - Non Duty
27-May	Non-Academic - Non Duty
28-May	Non-Academic - Non Duty
31-May	Memorial Day - Holiday
1-Jun	Last Staff Day (non-student)
18-Jun	Juneteenth - Holiday

Academic Days: 185
 Minimum Days: 37
 Planning Days: 3
 Buyback Days: 2
 Non-Academic Days: 10
 Holidays: 16
 Teacher Days: 188
 tchr days = academic + planning

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

TMS has 5
 extra days
 due to no
 Spring

School Calendars Summer School-ESY1

2026-2027 ESY 1 BCOE - Table Mountain School

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		

Date	Event or Holiday
1-Jul	First Student Day
3-Jul	Independence Day - Holiday
5-Aug	Last Student Day

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
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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		

Academic Days:	25
Minimum Days:	6
Planning Days:	0
Buyback Days:	0
Non-Academic Days:	0
Holidays:	1
Teacher Days:	25

sch days = academic + planning

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

School Calendars Summer School-ESY2

2026-2027 ESY 2 BCOE - Table Mountain School

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
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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		

Date	Event or Holiday
26-May	First Student Day
31-May	Memorial Day - Holiday
18-Jun	Juneteenth - Holiday
30-Jun	Last Student Day

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
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16	17	18	19	20
23	24	25	26	27
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December 2026				
M	Tu	W	Th	F
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14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027				
M	Tu	W	Th	F
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18	19	20	21	22
25	26	27	28	29

February 2027				
M	Tu	W	Th	F
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15	16	17	18	19
22	23	24	25	26

March 2027				
M	Tu	W	Th	F
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15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027				
M	Tu	W	Th	F
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26	27	28	29	30

May 2027				
M	Tu	W	Th	F
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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		

Academic Days:	23
Minimum Days:	6
Planning Days:	0
Buyback Days:	0
Non-Academic Days:	1
Holidays:	2
Teacher Days:	23

teacher days = academic + planning

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

Butte County Office of Education SP 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:

1. **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
2. **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
3. **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
4. **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

3. 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
4. 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
5. 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
6. 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.

Approved: July, 2004
Revised: December, 2021
Revised: February 2022
Revised: April 2024

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

Legal Reference:

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

Know Your Rights

KNOW YOUR RIGHTS!

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



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



laborcenter.berkeley.edu/rights



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.

Clipart of medium-completed teenage woman.



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	
		63254123	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.

Special minimum wage for fast-food workers!



\$20 per hour

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.

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



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 to annually notify parents and legal guardians of minor students, their rights and responsibilities in accordance with Education Code section 48980.

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

Please complete the "Acknowledgment of Receipt and Review" form below and return it to your student's school.

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

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

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Telephone Number: _____

Date: _____

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

Date: _____

Signature of Student (if student is 18 or older)