

ANNUAL PARENT & STUDENT HANDBOOK



2026-2027

Butte County Community School

Connecting School, Family and Community

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GENERAL INFORMATION

Land Acknowledgment

We would like to acknowledge the original caretakers of the land we are on today. We are here on the originally occupied land of the Mechoopda Indian Tribe of Chico Rancheria who lived here for tens of thousands of years. Before the land was colonized and farmed like we see it today, it was carefully tended by the Mechoopda people, the first agriculturalists of the land. May we honor, with gratitude, the land itself and the people who have stewarded it throughout the generations.

Welcome

Dear Students/Parents/Guardians

Welcome to the 2026-2027 school year! All staff extend the sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the policies, regulations, and procedures of Butte County Community School (BCCS).

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

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

California Community Schools Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the California Community Schools Framework identifies Four Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

- **Four Pillars of Community Schools:** 1-Integrated Student Supports; 2-Family and Community Engagement; 3-Collaborative Leadership and 4-Practices for Educators and Administrators and Extended Learning Time and Opportunities
- **Key Conditions for Learning in a Community School:** Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, productive behavior, and system of support that enable healthy development, respond to student needs, and address learning barriers.
- **Cornerstone Commitments of Community Schools:** A commitment to asset-driven and strength-based practice; A commitment to racially just and restorative school climates; A

commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

- **Proven Practices of Community Schools:** Community Asset Mapping and Gap Analysis; a Community School Coordinator; Site-Based and LEA-Based Advisory Councils and Integrating and Aligning with Other Relevant Programs.

School Mission Statement

Provide a safe and supportive educational and social environment where learning takes place and compassionate citizens are developed.

School Address

500 Orient Street, Suite 105, Chico, CA 95928

School Telephone

(530) 879-7411

School Website

bccs.bcoe.org

Dates to Remember

August 12, 2026 - First day of school

June 3, 2027 - Last day of school

Daily Schedule

School Schedule, Grades 7th – 12th

9:00am-2:00pm: Mondays, Tuesday, Thursday, Friday

9:00am-1:30pm: Wednesday

12:15pm-1:00pm: Lunch Monday-Friday

- Off-Campus lunch for 10th-12th grade students not on active expulsion or probation ONLY.
 - Students must return on time or off-campus lunch privilege will be revoked.

Staff Directory

Butte County Community School	(530) 879-7411
Michael Long, Teacher	(530) 879-7411
Nicholas Struyf, Teacher	(530) 879-7411
Amy Burke, RSP Teacher	(530) 879-7411
Lucas Bradbury, Community School Coordinator	(530) 879-7411
Mary Rios, Food Service	(530) 879-7411
Daniel Meza, Instructional Paraprofessional	(530) 879-7411
Benjamin Meza, Instructional Paraprofessional	(530) 879-7411
Romain Houbart, Instructional Paraprofessional	(530) 879-7411
Erinn Bromley, Trauma Response Clinician	(530) 879-7411
Zac Elstein, Wellness Coach	(530) 879-7411
Rebecca Dewitt-Bigg, School Nurse	(530) 879-7411
Teresa Noel, Senior Administrative Assistant	(530) 879-7411
Logan Loya, Principal	(530) 879-7411

Enrollment and Disenrollment

BCCS Student Enrollment Procedure

School district administration can contact BCCS through email at bccs.bcoe.org to inquire about placement availability. Once availability is determined, the referring school will forward referral documents and all required documentation including all expulsion, discipline, attendance, transcript and grade data so BCCS can prepare for the meeting. BCCS referral intake team meets twice a week to review new referrals. Once packet is determined to be complete and placement is appropriate, parents will be directed to complete the online enrollment process which is completed online. Once the Aeries online enrollment is completed by the parents/guardians, the BCCS Senior Administrative Assistant will set up an orientation meeting for the referring school, family, student, and BCCS staff to meet. A start date will be set during the meeting.

Parent request to enroll in a County Community School,

Education Code §1981(d):

(d) Pupils whose school districts of attendance, or, for pupils who do not have school districts of attendance, school districts of residence, have, at the request of the pupil's parent, guardian, or responsible adult, approved the pupil's enrollment in a county community school, subject to the following:

(1) A pupil shall not be enrolled in a county community school pursuant to this subdivision unless the school district determines that the placement will promote the educational interests of the pupil and the county community school has space available to enroll the pupil.

(2) A parent, guardian, or responsible adult of a pupil enrolled in a county community school pursuant to this subdivision may rescind the request for the placement, and the pupil shall be immediately reenrolled in the school that the pupil attended at the time of the referral, or, with the consent of the parent, guardian, or responsible adult, another appropriate school.

Parents will be asked to provide copies of the following items:

- Copy of birth certificate

- Copy of immunization records
- Attendance record for the current school year
- Discipline record from previous schools
- IEP or 504 if applicable

School Placement

BCCS is also designed to be a resource for Butte County serving those students that have been expelled and/or have been referred due to attendance or behavioral problems. BCCS also serves students who are homeless, on probation or parole, receive special education services, and who are not attending school. By law, the county board of education may enroll pupils into a county community school who are expelled from a school district, referred by a school district's SARB, on probation, or referred by a school district at the request of their parent (Ed. Code 1981). Daily attendance and work completion are required for continued enrollment. If a student is struggling academically, a Student Study Team meeting will take place to determine additional support. If a student is struggling with attending school daily, principal meetings will be scheduled with the student, parent/guardian, and teacher if possible. If attendance continues to be a concern despite implemented interventions, the student and parent/guardian will be required to participate in an attendance meeting with the Resource Coordinator, Transition Specialist, and site administrator. If the student's attendance does not improve, a second meeting will be convened to identify additional strategies to support the student. Should attendance remain an ongoing issue, the option of dismissal will be considered.

Upon completion of online enrollment, the parent will need to complete the parent data confirmation process. The Senior Administrative Assistant will inform the principal when a parent has completed both the online enrollment process and the parent data confirmation process. The principal will inform appropriate personnel of the intended start date.

Handbook Accessibility (printable version and website)

Butte County Community School's handbook will be distributed upon enrollment and is posted on the school website.

BEHAVIOR

School Rules, Discipline and Suspension

BCCS uses a behavior response quick guide which informs teachers and staff how to identify skill deficits and appropriate interventions and implement. The full guide is  included in the appendices:

Hall Pass

A Hall Pass is used proactively for breaks to redirect student behavior and to use the bathroom. All students will be asked to show the Hall Pass when outside the classroom.

Suspension

1. 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.
2. For unsafe behavior involving others:
 - **First Offense:** 1 full day suspension and parent contact

- **Second Offense:** Send home and 2-day suspension with parent meeting
 - **Third Offense:** Send home, 2-day suspension, parent meeting, and referral to Student Success Team (SST)
3. A teacher may suspend any student from his or her class for the day of, and the day following, any act enumerated in Ed Code Section 48900
 4. 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

Student Conduct

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. 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.

Student Expectations

- 1) Be prepared
- 2) Use kind words
- 3) Allow others to learn
- 4) Follow staff directions
- 5) Respect appropriate boundaries
- 6) Be non-threatening to self and others
- 7) Refrain from bullying
- 8) Respect for personal and school property
- 9) Remain on campus
- 10) Keep self and others physically safe
- 11) Not possess, make or draw pictures of weapons, drugs, or drug paraphernalia
- 12) Not possess and/or use illegal drugs, including nicotine, and/or alcohol

Dress and Grooming

Butte County Community School has a dress code for the 2026-2027 school year. The purpose of the Butte County Community School Dress Code is to promote an academically focused environment where every student can study in an atmosphere that is free from harassment and intimidation. Students may only wear solid color t-shirts and/or hoodies, and solid-colored pants. **No blue or red clothing or accessories** are permitted. CLOTHES MUST FIT. Clothes cannot be excessively tight or baggy. Pants must fit at the waist. If pants will not stay up without a belt, they will be considered oversized. Midriffs and undergarments are to be covered at all times.

The following are NOT appropriate on campus:

- Tube and racer tops, spaghetti and string straps and clothes that expose the mid-section.

- Low-cut apparel that has a plunging neckline and/or reveals an excessive area of the chest.
- Undergarments, underwear and ANY other clothing worn under pants, dresses, skirts or shorts must be concealed at ALL TIMES.
- Dress, grooming or accessories that:
 - Are unsafe, dangerous or a health hazard
 - Display offensive or obscene symbols, signs, slogans or words, degrading any cultural, religious or ethnic values
 - Contain language or symbols oriented towards sex, drugs, alcohol, tobacco, violence or weapon
 - Displays or contains, gang, tagger, crew and/or clique symbols, colors, slogans, or signs.
 - Hats, caps, bandanas, hairnets, scarves, headbands, sheisty beanies, or any other head covering, including sweatshirt hoods

Butte County Community School assumes that parents will use good judgment with regard to appropriate school clothes. Students are expected to dress neatly and acceptably. Because fashions, trends, styles and fads change very rapidly, the principal reserves the right to adjust this dress code to meet the needs of adverse changes in the way students dress.

THE DRESS CODE WILL BE FULLY AND FAIRLY ENFORCED.

Care of School Materials and Repayment

Butte County Community School will provide core academic curriculum for students to access at school. If a family would like to check out the curriculum to work on at home, books can be checked out through the front office. The Senior Administrative Assistant will sign books out to families. Books are due back at the conclusion of the grading period or upon disenrollment. Any books not returned or returned in damaged condition will need to be replaced. BCCS will purchase the replacement book, and the party responsible will reimburse the cost directly to BCCS.

Misuse of Materials and Technology

In accordance with *BCOE Technology Use Policy*, technology can be checked out for home academic use only. All technology is tracked by the BCOE IT department and due back upon disenrollment or prior to the end of the school year. All technology must be checked out with a contract signed through the BCCS front office. The Senior Administrative Assistant will distribute and collect all items. No items shall be taken off school property without signed school and parent/guardian consent. Full replacement cost for any damaged, lost, or non-returned items will be incurred by signing parent/guardian.

Student Cell Phones and Personal Items

Daily procedure: Upon entering a school building, students will put their cell phones into a secure location (Yondr Pouch) for the duration of their school day and will be scanned to ensure compliance with school rules before entering the school building.

- All students will be required to secure their phones within the Yondr Pouch. Phones will be returned to students at the end of their school day.
- Students who decline to turn over their phones will be provided work for the day, parents will be notified, and the student will be sent home to try again the next day.
- After 3 days of refusal to submit to a scan and/or to turn over prohibited items, a meeting will be held between parents and administration. Students and parents will be required to sign a behavior contract before returning to school.
 - If the behavior contract is not followed, the student may be at risk of being dropped from the school.

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 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 has been subjected to sexual harassment shall immediately contact their teacher or any other employee. A school employee to whom a complaint is made shall, within 24 hours of receiving the complaint, report it to the principal or designee.

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

In any case of sexual harassment involving the principal or any other employee to whom the complaint would ordinarily be made, the employee who receives the student's report or who 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 regulation. 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).

ACADEMICS

Academic Guidance, Policies, Grades and Repeating Classes

The principal and staff support 9-12th grade students when setting up an Individualized Learning Plan (ILP) upon enrollment. The BCCS Transition Specialist monitors courses and meets with students and the BCCS high school teacher provides course progression and post-graduation guidance.

Grades

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:

Grading

Seventh - Twelfth Grade			
95-100%	= A	90%-94%	= A-
87% -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

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. All missing work must be completed and submitted to the teacher prior to the end of the grading period. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the students' grades.

Repeating 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 for taking the course once.

Academic Integrity

If a student misses' class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement, which the student missed, the teacher may lower the student's grade for non-performance.

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 (I) is given only when a student's work is not finished because of illness or other excused absence. If not made up within one (1) week, the Incomplete will become an F. No grade of a

student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond their control, does not wear standardized physical education apparel.

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

Core and Elective Course

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 has aligned standards 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, 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.

Algebra 1 (Grades 8-12)

Algebra 1 is a yearlong comprehensive Algebra course which covers all California State Standards for Algebra with special attention focused on frequently recurring standards found in the California Common Core State Standards. Instructors use a variety of instructional methodologies to introduce and reinforce Algebra concepts including vocabulary review and clarification, warm up exercises, and student practice exercises.

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.

Geometry (Grades 9-12)

Geometry is a yearlong comprehensive course which covers all 22 California State Standards for Geometry with special attention focused on concepts and standards addressed in the California Common Core State Standards. Instructors use a variety of instructional methodologies to introduce, teach, and reinforce geometry concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, and use of technology.

World History (Grade 10)

The instructional structure presents 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.

Physical Science (Grades 9-12)

Physical 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 physical 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 (Grades 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 (Grades 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 to think more creatively, make better decisions, and even learn the art of self-discipline.

Art History (Grades 9-12)

Art History is the study of art across the ages, an integrated, chronological approach demonstrating the interrelationships of aesthetics, art criticism, art history, and studio art.

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.

Music Appreciation/History/Literature

This class emphasizes listening activities related to the structure or design of the music from perceptual, creative, historical, and critical viewpoints using a variety of musical forms and styles.

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.

Career Education

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

Life Skills

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

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 in food science, dietetics and nutrition, as well as food service and hospitality.

Keyboarding (Typing)

This instructional program prepares individuals to operate an electronic typewriter or 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

BCCS provides students with adequate time in class to complete all assignments for credit. When a student has absences, they may need to complete assignments at home in order to earn full credits. If the student attends school regularly, they will not need to complete work at home.

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 completion of make-up work and for full and/or partial credit.

Extra Credit

Extra credit work will be available to all students. The teacher will determine a timeline for the completion of extra credit work and the effect of extra credit work on performance. Extra credit arrangements must be completed prior to the student doing the work.

GRADUATION REQUIREMENTS

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

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

- 1) A high school 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 Butte County Community 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 Proficiency in Basic Skills:

Standards of Proficiency in Basic Skills

Prescribed Course of Study	Butte County Community School
Subject Area	Year Credits
English 9	10
English 10	10
English 11	10
English 12	10
*Math	20
Fine Arts, Foreign Language, or CTE	10
World History	10
US History	10
US Government	5
Economics	5
Life Science	10
Physical Science	10
PE	20

Electives	40
Total	180

*Pupil 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 requirement is met, students must earn 20 credits in mathematics during grades 9-12.

8th Grade Promotion:

All exiting students have the opportunity to participate in BCCS Social Promotion if they meet the following criteria:

- Passing currently enrolled courses
- Do not have a suspension during the last month of the school year
- Have an overall attendance rate of 80% or higher for their 8th-grade year or have improved attendance during the 4th quarter and maintained perfect attendance for the month of May

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

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

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their student from any or all 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, seven, and nine take the fitness TEST HEALTH AND SUPPORTS

Guidance and Counseling Programs

As part of your child's educational benefits, they are able to access school-based mental health services. These services are provided by associate, credentialed counselors, and/or licensed mental health providers. Associate providers receive on-going supervision from a licensed supervisor on a weekly basis. Support may include individual, small-group, referral to outside resources and coordinated care. School staff and parents may refer students for these services and students can self-refer as well.

Mental Health Services are Voluntary. Parents and/or client have the right to revoke services at any time, unless the child is twelve and over and consents to their own treatment. A parent or student can revoke their informed consent either verbally or in writing.

MEDICAL AND MEDICATION

Medication Administration

You may request assistance in administering medication to your student during school hours. Such assistance requires your written authorization and that of a physician, surgeon or physician's assistant detailing the method, amount, and time schedules for taking the medication. (Ed. Code §§ 49423 and 48980 and 5CCR §§600-611.)

Continuing Medication Regimen

Parents/guardians have the obligation to notify appropriate school personnel (e.g., school nurse or designated employee) of their student's continuing medication regimen for a non-episodic condition. With parental consent, the school nurse may communicate with a student's physician and may counsel school personnel regarding the possible effects of the drug on the student's physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. (Ed. Code § 49480.)

Auto-Injectable Epinephrine / Inhaled Asthma Medication

You may provide a written statement to the school district allowing your student to carry and self-administer auto-injectable epinephrine and/or inhaled asthma medication. A physician or surgeon's statement confirming that your student is able to self-administer the medication and detailing the name of the medication, the method, amount and time schedules for administration must also accompany the request. In the case of auto-injectable epinephrine, a physician's assistant may also provide this written statement. The parent, foster-parent or guardian must also: (1) consent in writing to the self-administration; (2) provide a release for the school nurse or other designated school personnel allowing them to consult with the student's physician; and (3) agree to release the district and school personnel from civil liability in the event of an adverse reaction to the medication. These written statements must be provided to the school at least annually or more frequently if the medication, dosage, frequency of, or reason for, the administration changes. Students may be subject to disciplinary action pursuant to Education Code section 48900 for using auto-injectable epinephrine or inhaled asthma medication in a non-prescribed manner. (Ed. Code §§ 48980, 49414, 49423, 49423.1.) Epinephrine auto injectors must be stored in an accessible location upon need for emergency use. At BCCS, epinephrine auto injectors (EpiPens) are located in the multi-purpose room next to the copier.

Anti-Seizure Medication

Parents of a student with epilepsy who has been prescribed an emergency anti-seizure medication may request that their student's school have one or more of its employees receive voluntary training in the administration of the medication in the event that the student suffers a seizure when a nurse is not available. Upon receipt of the parent's request, the school district must notify the parent that his or her student may qualify for an individualized education program or a Section 504 plan. (Ed. Code § 49423.)

Confidential Medical Services

School authorities will notify students in grades 7 to 12 that they may be excused from school for the purpose of obtaining confidential medical services without your consent. (Ed. Code § 46010.1.)

Comprehensive Sexual Health & HIV/AIDS Instruction

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

The California Healthy Youth Act has five primary purposes:

Providing pupils with knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy;

Provide pupils with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage and family;

To promote understanding of sexuality as a normal part of human development;

To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end;

To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

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

Parents/guardians have the right to be informed, in writing, of comprehensive sexual health education, HIV prevention education and research on student health behaviors planned for the coming year. The written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

Parents/guardians have a right to request copies of Education Code sections 51930-51939. Comprehensive sexual health education and HIV prevention education may be taught by school district/COE personnel or by outside consultants. The district may provide comprehensive sexual health education and HIV prevention education, to be taught by outside consultants, and may hold an assembly to deliver comprehensive sexual health education or HIV prevention education by guest speakers. The use of outside consultants or guest speakers is at the discretion of the school principal in alignment with state law.

Parents/guardians have a right to request in writing that your student be excused from all or part of any comprehensive sexual health education, HIV prevention education or assessments related to that education. If a school receives a written request from the parent or guardian excusing a student from this instruction, the student may not be subject to disciplinary action, academic penalty or other 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 §§ 51938(c) and 51939.)

Married, Pregnant, and Parenting Students

Married, pregnant and parenting students at Butte County Community 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 Butte County Community School Transition Specialist.

Butte County Community 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, Butte County Community 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 Butte County Community 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

Butte County Community School partners with Chico Community Day School who provides each student with breakfast, lunch, and snack. Every student is given the opportunity or choice to receive these nutritional meals and a snack. Butte County Community School includes nutrition education in their curriculum.

Student Wellness-Physical and Nutritional Education

The County Superintendent believes that foods and beverages available to students should support the health curriculum and promote optimal health, taking into consideration the needs of students with special dietary needs. Nutritional standards adopted by Butte County Office of Education for all foods and beverages sold to students, including foods and beverages provided through the food service program, student stores, vending machines or other venues, shall meet or exceed state and federal nutritional standards.

To reinforce the Butte County Office of Education's nutrition education program, the County Superintendent prohibits the marketing and advertising of non-nutritious foods and beverages through signage, vending machine fronts, logos, scoreboards, school supplies, advertisements in school publications, coupon or incentive programs, free giveaways, or other means.

School staff shall encourage parents/guardians, or other volunteers to support the nutrition education program by considering nutritional quality when selecting any snacks that they may donate for occasional class parties. Class parties or celebrations shall be held after the lunch period when possible.

The County Superintendent or designee shall encourage school organizations to use healthy food item or non-food items for fundraising purposes. They shall encourage school staff to avoid the use of non-nutritious foods as a reward for students' academic performance, accomplishments, or classroom behavior.

Suicide Prevention

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.

SAFETY

Data and Student Privacy

BCCS respects the rights of students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information. Stringent measures are taken to ensure this privacy will comply with Butte County Office of Education's Superintendent's Policy and Administrative Regulations.

Butte County Office of Education (BCOE) intends technological resources provided by BCOE be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning. Students are authorized to use BCOE equipment to access the Internet or other online services in accordance with BCOE Superintendent's policy, and BCOE's Acceptable Use Agreement. BCOE's Acceptable Use Agreement Policy is included in the BCCS's enrollment handouts.

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 Safe School Plan for all BCOE schools/programs in 2024-2025 and will review and update as needed annually by the BCOE Director of Emergency Response and Preparedness. The plan includes the status of its school safety plan, including a description of its elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256.

Annually, BCOE school staff complete online required trainings.

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

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

Comprehensive School Safety Plan

All BCOE schools have in place a "Comprehensive Safe School 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 2025-2026 Butte County Community School Comprehensive School Safety Plan is available for review at the school office.

Site Safety Procedure

In order to support a safe school environment, and support students who have expressed concerns of being unsafe and bullying, BCCS will be implementing schoolwide scanning utilizing industry-standard metal detection wands for all students upon entry into school buildings.

Daily Procedure:

- All students will be required to secure their phones within the Yondr Pouch or put them into a locked file cabinet at the front of the school. Phones will be returned to students at the end of their school day.
- Students who decline to turn over their phones will be provided work for the day. Parents will be notified, and the student will be sent home to try again the next day.
- All students will be scanned to ensure they are free from prohibited items.
- All prohibited items identified during scanning will be confiscated by the administration and parents will be notified.
- Items will be held to be picked up by parents or disposed of in a safe manner if parents fail to pick them up. Depending on the item confiscated, students may be cited.
- Students who refuse to be scanned will be provided work for the day, parents will be notified, and students will be sent home to try again the next day.
- After 3 days of refusal to submit to a scan and/or to turn over prohibited items, a meeting will be held between parents and administration. Students and parents will be required to sign a behavior contract before returning to school.
- If the behavior contract is not followed, the student may be at risk of being dropped from the school.

Volunteers and Visitors

Parents/guardians may visit the site by appointment only and with the permission of site administration. To make an appointment, please see the office staff for support.

Field Trips and Transportation of Students

BCCS and BCOE recognize that field trips are important components in the instructional program. Field trips that are properly planned and implemented can:

- 1) supplement and enrich classroom procedures by providing learning experiences in an environment outside the classroom
- 2) stimulate new interests among students
- 3) help students relate classroom experiences to the reality of the outside world
- 4) bring all the resources of the community within the scope of a student's learning experience

The standard *Field Trip/Excursion* and *Medical Authorization-Minor Form* shall be obtained in advance for all minor students going on one-day BCOE-sponsored field trips. Parents will be notified of transportation arrangements. Any adult students and/or volunteer adults who accompany staff and students on the trip must file in advance an *Adult Participant Field Trip/Excursion* and *Medical Authorization Form* provided through Parent Square

Administrative approval should be obtained on the *Request for Field Trip Form* at least two weeks in advance of the trip.

Student Injuries

Throughout the year the school will do everything possible to avoid injuries to students. In the event an injury does occur, the staff in charge of the student at the time or the staff member who witnesses the injury will implement first aid, complete an accident form, and inform office staff. Office staff will investigate and obtain as much information as possible, then phone parent/guardian to inform them.

If the injury warrants emergency services, 911 will be called first, then the parent/guardian. The parent/guardian will be informed which emergency facility their student is being transported to once office staff know.

If the injury occurs at the hands of another student, disciplinary action will be taken, following the Schoolwide Discipline Policy.

Annual School Climate Survey

The 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 should notify the office in writing if they choose for their student to opt out of the survey.

Firearms Parent Notification

Parents and Legal Guardians of all students in the Butte County Office of Education have a responsibility for keeping firearms out of the hands of children as required by California law. There have been many reports on the news regarding children bringing firearm(s) from his or her home to a school site. These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.

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

BCCS will communicate with parents via the website, text message and telephone. Parents may phone or email the front office at any time to relay concerns, schedule meetings with teachers or the principal. There will be a minimum of one (1) parent/teacher conference scheduled during the school year. Another meeting can be scheduled upon parent or teacher request.

Parent-Community Engagement Opportunities

There are multiple events scheduled throughout the year in which parents and community members are encouraged to participate. Parents will be notified of upcoming events via phone, email and website postings.

Staff Professional Learning

BCOE believes that to provide students with the best education, staff must also continue to learn. BCOE works with the school to provide ongoing professional development opportunities throughout the school year. School site administration and staff collaborate to identify the areas of need most relevant to the individual school.

ATTENDANCE

Pupil Attendance and Absences

Daily school attendance is very important! Every effort should be made to ensure students attend school daily. Excessive absenteeism and tardiness have an undesirable effect on a student's learning and achievement. Excessive absences and habitual tardiness will result in disciplinary action and/or disenrollment.

Excused Absences shall be excused for the reasons defined in the program handbook to include the following reasons:

1. Illness or quarantine of the child or of the parent/guardian
2. Family emergency 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.
3. Time spent with a parent/guardian or other relative as required by a court of law
4. Time spent with a parent/guardian or other relative, which is clearly in the best interest of the child.

Late Arrival and Early Departure Instructions

If a student arrives after his/her scheduled start time (see daily schedule) they must come to the front desk to receive a tardy slip. Office staff will complete a tardy slip, log student's name on tardy log and take student's lunch order for the day. Student will report to class with tardy slip.

If a student is leaving before his/her scheduled release time, parent must provide permission. Parent may provide permission by phone, email or sending note with student. Parent may also sign student out at the front desk. If a student cuts school, the parent/guardian will be notified via email, phone, or text.

Truancy

EC Section 48260 (a) A pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant and shall be reported to the attendance supervisor or to the Superintendent of the school district.

AB2022 Mental Health Services

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.

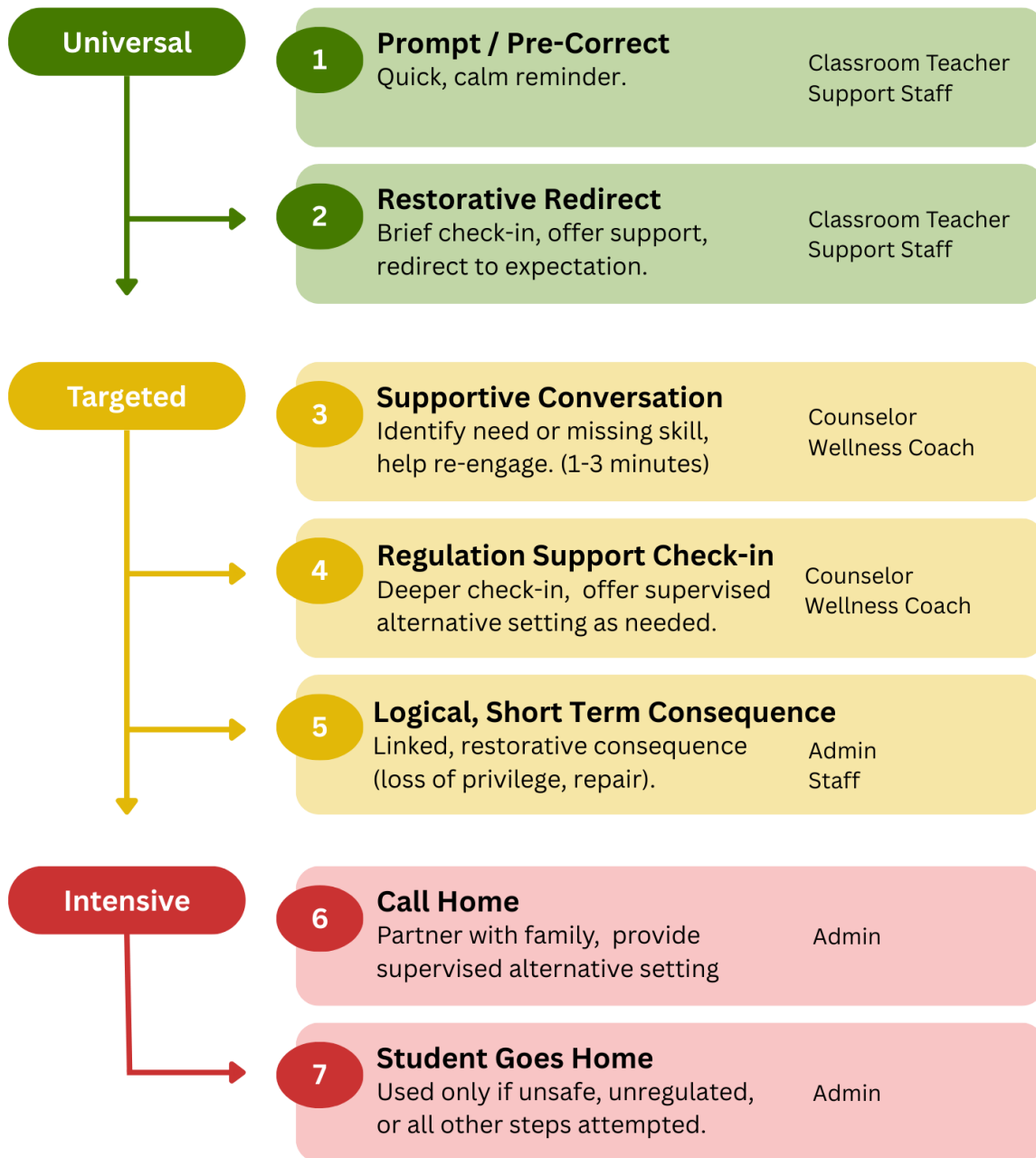
Any pupil and parent or guardian of a pupil may refer a student for mental health services by contacting the school administrative office. A school counselor and/or school psychologist can also provide information about other options to access mental health services within the community. To access mental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

BCCS Behavior Response Quick Guide



Behavior Response Quick Guide

Our goal is to keep students safe, connected, and learning.



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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 872-6328

Adult Inpatient Psychiatric Health Facility:

(530) 891-2775

592 Rio Lindo Avenue, Chico, CA 95926

Psychiatric Health Facility for individuals on 72-hour hold, voluntary holds, 5150 hold, 5250 hold, 5270 hold, and jail holds.

Chico Adult Services Clinic:

(530) 891-2784

Takes anyone over 18 for mental health services

Chico Community Counseling Center:

(530) 891-2945

Services up to age 25

Iverson Wellness and Recovery Center:

(530) 879-3311

492 Rio Lindo Avenue, Chico, CA 95926

Offering an environment of inclusiveness, recovery, and wellness for adults living with persistent mental illness.

California State University, Chico Counseling Training Center

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

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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.

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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

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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 1108 Sherman Avenue, Chico, CA 95926	(530) 552-5652
Oroville Library 1820 Mitchell Avenue, Oroville, CA 95966	(530) 552-5652
Biggs Library 464 B Street A, Biggs, CA 95917	(530) 552-5652
Durham Library 2545 Durham-Dayton Hwy, Durham, CA 95938	(530) 552-5652
Gridley Library 299 Spruce Street, Gridley, CA 95948	(530) 552-5652
Butte County Library Literacy Services 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.	(888) 538-7198
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

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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

24/7Hotline (530) 532-9362

Oroville Location: 2362 Lincoln Street, Oroville, CA 95966

(530) 533-8388

Gridley Location: 1065 Hazel Street, Gridley, CA 95948

(530) 649-2315

Covered California

Find the right health insurance plan today.

(800) 300-1506

Enloe Medical Center

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

Hospital

(530) 332-7300

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

Enloe Prompt Care – California Park

Immediate medical services not requiring emergency care.

California Park

(530) 332-6850

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

Rapid Care: Adventist Health

Medical Clinic in Paradise

Health Center

(530) 872-2000

5125 Skyway, Suite D, Paradise, CA 95969

Feather River Tribal Health

Health and wellness services for families.

FRTH

(530) 534-5394

2145 5th Avenue, Oroville, CA 95965

Kiwanis Family House – UC Davis Medical Center

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

Kiwanis Family House

(916) 736-0116

2875 50th Street, Sacramento, CA 95817

Leukemia and Lymphoma Society

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

Leukemia and Lymphoma Society

(916) 929-4720

Northern Valley Indian Health

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

NVIH

(530) 896-9400

845 W. East Avenue, Chico, CA 95926

Chico - Cohasset Road

(530) 433-2500

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

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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 ~~Parmac~~ Road, Chico, CA 95926

Planned Parenthood – Chico Health Center

Sexual and reproductive healthcare services for everyone.

Planned Parenthood (530) 342-8367

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

Chico Project S.A.V.E.

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

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

1100 Marauder Street, Chico, CA 95973

Shalom Free Clinic

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

Shalom Free Clinic (530) 342-2445

1010 Mangrove Avenue, Suite D, Chico, CA 95926

Shriners Ben Ali Shrine Center**(916) 920-4107**

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

Shriners Children's Patient Referral**(916) 453-2191**

2425 Stockton Boulevard, Sacramento, CA 95817

Social Security Administration

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

Chico**(866) 964-7585**

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

Oroville**(866) 331-7130**

115 Table Mountain Blvd, Oroville, CA 95965

Women's Health Specialists

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

Women's Health Specialists**(530) 891-1911**

1469 Humboldt Road, Suite 200, Chico, CA 95928

Women's Resource Clinic

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

Clinic & 24-hour Hotline**(530) 897-6101**

115 West 2nd Avenue, Chico, CA 95926

Disability Services

Ability First Sports – Adapted Sports Program

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

Ability First**(530) 433-4237****The ARC of Butte County**

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

Chico**(530) 891-5865**

2030 Park Avenue, Chico, CA 95928

Autism Lifespan – Little Red Hen

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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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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

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

CareersPLUS Youth

(916) 452-8271

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

Low Vision Clinic

(916) 889-7502 to make an appointment

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

Retail Store

(916) 889-7502 to make an appointment

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

State Council on Developmental Disabilities

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

Office

2300 Fair Street, Chico, CA 95928

(530) 895-4027

Wings of Eagles – The Joseph Alvarez Organization

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

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

Work Training Center

Job placement and recreation programs for adults with disabilities.

WTC

(530) 343-7994

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

Housing

Chico City Housing Office

(530) 879-6300

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

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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~~, Oroville, CA 95965

Community Housing Improvement Program (CHIP)

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

Community Housing Improvement Program (530) 891-6931

1001 Willow Street, Chico, CA 95928

City of Oroville Housing Development Department

Housing programs for income qualified families.

Oroville Housing Department (530) 538-2495

1735 Montgomery Street, Oroville, CA 95965

Habitat for Humanity of Butte County - ReStore

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

Habitat for Humanity (530) 895-1271

220 Meyers Street, Chico, CA 95928

Housing Authority of the County of Butte

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

Housing Authority (530) 895-4474

2039 Forest Avenue, Chico, CA 95928

Town of Paradise Housing Program

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

Housing Program (530) 872-6291 ext. 122

5555 Skyway, Paradise, CA 95969

Legal Services

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

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

Chico (530) 532-7015

1775 Concord Avenue, Chico, CA 95928

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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.buttelcourt.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

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Emergency Assistance Services

6th Street Center for Youth

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

Youth Center

(530) 894-8008

130 West 6th Street, Chico, CA 95928

American Red Cross

Emergency shelter, food, and clothing.

Yuba City

(530) 673-1460

2125 East Onstott Road, Yuba City, CA 95991

Butte County Adult Protective Services

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

Adult Protective Services

(530) 538-7538

Catholic Ladies Relief Society – Chico Community Food Locker

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

Office

(530) 895-8331

1386 Longfellow Avenue, Chico, CA 95926

Children's Services Division

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

24-hour Abuse Intake Hotline

1-800-400-0902

Chico Location

(530) 879-3731

765 East Avenue, Suite 120, Chico, CA 95926

Oroville Location

(530) 538-7882

78 Table Mountain Boulevard, Oroville, CA 95965

Father's House Church Food Pantry

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

Food Pantry

(530) 534-4140

2833 Fort Wayne Street, Oroville, CA 95966

Jesus Center

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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

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Updated Spring 2026

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 www.adventisthealth.org **(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 Vallombrosa Way, Chico, CA 95926

Call to verify days and times

[\(530\) 895-4711](tel:5308954711)

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 Calendar

2026-2027

BCOE - Butte County Community 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
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

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

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

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

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

Academic Days:	180
Minimum Days:	38
Planning Days:	3
Buyback Days:	2
Non-Academic Days:	18
Holidays:	16
Teacher Days:	183

total 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:

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

Measures to Prevent Bullying

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

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

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 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

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 setting communication and conflict resolution skills, character

development, respect for cultural and s, that promotes social-emotional learning, effective individual differences, self-esteem development, assertiveness skills, and appropriate online behavior

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

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

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

Reporting and Filing of Complaints

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

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

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

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

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

Discipline/Corrective Actions

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

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

Support Services

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

If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the County Superintendent or designee shall, as appropriate, implement Butte County Office of Education

intervention protocols which may include, but are not limited to, referral to Butte County Office of Education or community mental health services, other health professionals, and/or law enforcement.

Revised: February 2022

Use of Seclusion and Restraint

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

Definitions

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

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

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

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

Prohibitions

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

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

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

clear and present danger of serious physical harm to the student or others.

Know Your Rights

KNOW YOUR RIGHTS!

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



laborcenter.berkeley.edu/rights

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



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



Don't get paid in cash!

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

EARNINGS STATEMENT						
EMPLOYEE NAME	SSN	EMPLOYEE ID	CHECK NO.	PAY PERIOD	PAY DATE	
		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.

TIPS:

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

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

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

GET YOUR CHECK ON TIME:

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

Special minimum wage for fast-food workers!



\$20 per hour

YOU ARE AN EMPLOYEE, YOU HAVE RIGHTS!

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

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

Wage theft is illegal!

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

Some examples of wage theft:

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

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

Hours you can work

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

Scan the QR code to learn more.

laborcenter.berkeley.edu/rights



You have the right to breaks and sick leave

BREAKS

All employees are entitled to:

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

PAID SICK LEAVE

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

IS YOUR JOB DANGEROUS?

Your employer is required to provide:



- A safe and healthy workplace



- Training on chemicals and other hazards



- Protective uniforms and equipment



- Workers' compensation if you are hurt on the job

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

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

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

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

Jobs teens are not allowed to do:

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

Also, 14 or 15 year old workers cannot:

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

Scan the QR code to learn more.



laborcenter.berkeley.edu/rights

KNOW YOUR RIGHTS AND GET HELP!



You have the right to join a labor union!

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

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

Employers CANNOT take your rights

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

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



Where to go for help

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

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



SCAN TO LEARN MORE!



laborcenter.berkeley.edu/rights

School Family Engagement Policy

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

Butte County Community School

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

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

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

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

To involve parents in the Title I, Part A programs, the following practices have been established: The school will

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

Communication and Accessibility

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

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

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

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

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

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

Each spring, the School Advisory Committees (SSC/CAC/PAC) will agendaize a topic to discuss a flexible meeting schedule with Educational 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
- provide childcare/ transportation, as funding allows, so parents may attend the meeting
- 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 and/or social media
 - letters home, including email communication
 - in-person meetings and other forms of two-way communication

2026-27 Title I, Part A School-Level Parent and Family Engagement Policy Butte County Community School

- accommodate a request for a meeting with any staff member or school administrator working with their student
- provide the opportunity for public comment at regularly scheduled school site council meetings •
- provide an annual LCAP Survey and educational partner meetings
- consider the various needs of educational 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 the required Parent and Family Engagement Plan when it:

- provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e](14))
- involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c](3))
- provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c](4)(8))

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

- recruit parents for open council positions by providing
 - an election process free of potential or perceived barriers that may preclude participation
 - training and ongoing support in council membership roles and responsibilities
- include adequate representation of parents and family members of participating students on advisory councils
- elicit feedback from and share out with other advisory councils and educational partner groups

Information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy

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

- in-person meetings, including parent-teacher conferences
- parent education trainings/seminars
- written communication, including email
- Aeries Parent/Student Portal
- parent access to online curriculum

Building Capacity

Per ESSA Section 1116(e)(1-4)), the school

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

Meaningful interactions may include

- community partnerships
- two-way communication

2026-27 Title I, Part A School-Level Parent and Family Engagement Policy Butte County Community School

- remote or virtual access to allow parents/educational partners to participate from any location •

Approved 03-19-2026

2

site parent liaison support, as available.

- annual site activities (e.g. harvest/fall festival aligned to educating parents on academic standards; monthly get-togethers with parent information)

Assistance may include:

- opportunities for parents to volunteer and participate in their student's class and to observe classroom activities
- materials and trainings to address academic and social-emotional needs
 - include topics, as appropriate, identified by parents/family members through the use of PBIS and LCAP surveys
- provide strategies to increase foundational math and literacy skills trainings may include: • research-based curriculum resources in trainings
 - Includes, academic and/or social-emotional learning
- community partner guest speakers
- community resources
- opportunities for parents to volunteer and participate in their student's class and to observe classroom activities, when appropriate.

Staff Training:

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
- Periodical newsletter and calendar

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]).

If parents and family members of children participating in Title I, Part A programs find that the plan under ESSA Section 1112 is not satisfactory, they may submit comments. The school will submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]).

If the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, parent comments on the plan will be submitted when the school makes the plan available to the LEA (ESSA Section 1116[c][5]).

School Compact

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

Butte County Community School

This compact, jointly developed with parents/family members of the students, outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high academic standards.

School Responsibilities

As a school staff, we agree to support students' learning in the following ways:

- Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - o Teachers are trained to provide instruction using curriculum aligned to State Content standards o A Multi-Tiered System of Support is implemented school wide to meet the individual needs of students
 - o Teachers are part of a Collaborative Data Meetings. Teachers use this time to analyze student data and identify strategies to address individual needs
- Communication: Provide parents and family members with reasonable access to staff and frequent reports on their children's progress. Specifically, the school will:
 - o Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
 - o Complete report cards every quarter
 - o Ensure staff respond to email and phone messages within a timely manner
 - o Ensure appointments are available with any staff member working with the student
- Engagement: Provide parents and family members with assistance in understanding the state's academic standards, assessments, and how to monitor and improve the achievement of their student by:
 - o Providing parents opportunities to volunteer and participate in their student's class, and to observe classroom activities
 - o Providing parents and family members with materials and training to help them improve the academic achievement of their student by:
 - Including topics identified by parent/family request, as appropriate
 - Providing trainings and information in a format, and where practicable, a language that parents and family members can understand
 - o Conducting other activities to encourage and support parents and family members to more fully participate in their student's education (example: parenting education opportunities, family nights, etc.)
 - o Educating staff members in the value of parent and family member contributions and how to work with them as equal partners by:
 - Using CA Department of Education Family Engagement Framework and research-based training materials
 - Scheduling training/coaching with Title I LEA Family Engagement Coordinator

Parent Responsibilities

As parents, we agree to support our children's learning in the following ways:

- Monitor work completion
- Participate in decisions related to my child's education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings
- Drop off my child no more than 30 minutes prior to classes and scheduled meetings
- Pick up my child no more than 10 minutes after classes and scheduled meetings
- Follow all school policies (refer to handbook)

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

Butte County Community School

Student Responsibilities

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

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



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 _____

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

Date: _____

Signature of Student (if student is 18 or older)

Date: _____