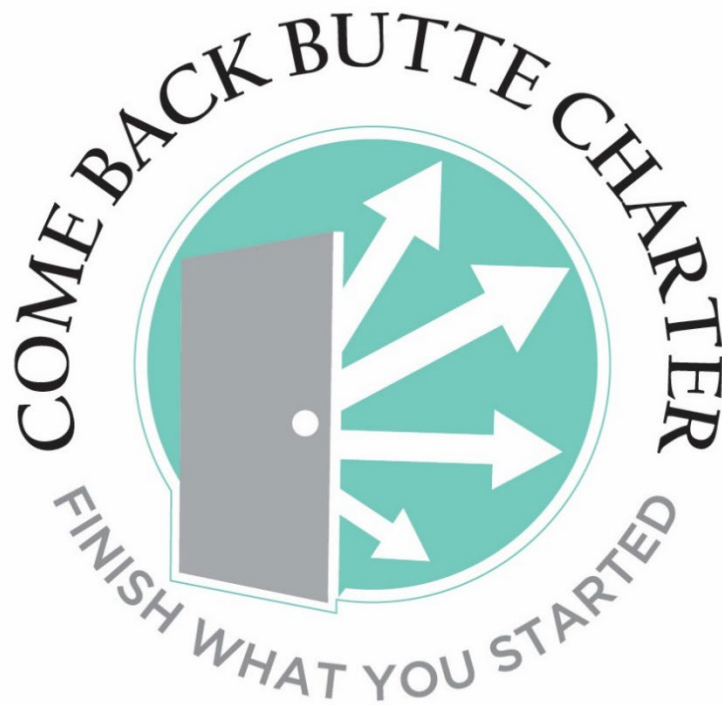


ANNUAL PARENT & STUDENT HANDBOOK



2026-2027

Come Back Butte Charter

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GENERAL INFORMATION

Welcome

Welcome to the 2026-27 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 our school and program.

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 have been established to achieve these objectives.

If you have any questions about the information in this handbook, please feel free to call the school (530) 712-2242.

School Mission Statement

Mission: To ensure students are prepared to succeed in a changing society by supporting and inspiring students to complete their high school diploma or equivalent and transition into employment or higher education.

Vision: Transforming lives through exemplary education and vocational training.

School Address

1835 Robinson Street
Suite B
Oroville, CA 95965

School Telephone

(530) 712-2242

School Website

comeback.bcoe.org

Dates to Remember

August 11	First Student Day
September 7	Labor Day
November 11	Veterans Day
November 23-27	Thanksgiving Break
December 21-January 5	Winter Break
January 18	Martin Luther King Jr. Day
February 8-11	February Break
February 12	Lincoln's Birthday
February 15	Washington's Birthday
March 26-April 2	School Break
May 31	Memorial Day
June 4	Last Student Day

Daily Schedule

Office Hours:

- Monday - Friday 8:00-3:30

Computer Lab Hours for student use:

- Monday 8:45am-3:30pm
- Tuesday 8:45am-12:00pm (Closed at noon for staff professional development)
- Wednesday 8:45am-3:30pm
- Thursday 8:45am-3:30pm
- Friday 8:45am-3:30pm

Staff Directory

Come Back Butte Charter School staff can be reached at (530) 712-2242

Janis Delgado, Principal - ext. 5

Robin Indar, Senior Administrative Assistant - ext. 1

Sarah Anderson, Administrative Assistant - ext. 4

John Patterson, Teacher - ext. 3

Lynnette Ristine, Teacher - ext. 9

Chrissy Crispin, Teacher - ext. 2

Souk Chiang, Teacher - ext. 10

Andrea Kimbrough, Transition Specialist - ext. 6

Raina Strang, Parent Liaison - ext. 0

Scott Bailey, Resource Teacher - ext. 7

Lenny Hubbard, School Counselor - ext. 8

Enrollment and Disenrollment

Enrollment

Students seeking enrollment information at Come Back Butte Charter must first visit the Come Back Butte Charter website at www.comeback.bcoe.org and complete the "Interest Form". Assigned staff will monitor this regularly and get back to the student to set up an appointment. The youngest students served at CBBC are aged sixteen. Sixteen-year-olds must obtain the (2) two-page *District/Probation Referral* form from Come Back Butte Charter and have it completed by their current or last school, or by their probation officer, before enrolling at Come Back Butte Charter.

After completing the Student Interest form on the CBBC website, the student will receive a phone call to discuss enrollment and then receive an email link to the Aeries online enrollment. After Aeries online enrollment has been completed by the student or parent, the counselor or principal will call the student to set up an enrollment appointment.

For enrollment appointments, the student will meet with a teacher to discuss school procedures, course enrollment, and receive first assignments. The initial enrollment appointment is approximately one (1) hour long. At this appointment, students will meet with their teacher and go over the rules and expectations of teachers and

students. Students will have their photo taken for transcripts and will sign a *Master Agreement*. Students will also set up an Aeries Parent Portal account and complete their data confirmation.

Returning CBBC students will review their student data in the Aeries parent portal (students under 18 will have their parents complete this).

Disenrollment

Come Back Butte Charter is a school of choice. Students may choose to transfer to another educational setting at any time.

No Show Disenrollment

The school shall disenroll any student who has failed to attend scheduled meetings or classes without communication after enrollment. Students/parents must contact the teacher at least 3 hours before the scheduled appointment if they need to cancel or change.

In the case of a no show/no contact situation, the following will occur:

- 1) The supervising teacher will attempt to contact the student (18+) or the student's parent/guardian (17 & under) within the first three (3) days of the beginning of enrollment, and document attempted phone contacts in Aeries.
- 2) The supervising teacher will attempt to contact the student (18+) or the student's parent/guardian via phone calls to those listed numbers in emergency contacts.
- 3) If on the fourth day, the student has not attended school, the supervising teacher will send a *Failure to Enroll* letter to the last known address. The student will be dropped as a "No Show" in Aeries. "No shows" only happen in the first week of the academic school year.

Disenrollment Based on Inadequate Academic Progress

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

If a student fails to comply with the attendance policy, which is shared and signed by the student/parent/guardian, and teacher during the first enrollment appointment or fails to complete one week's worth of work in any one subject, or its equivalent, in a learning period the following will occur:

1) First Occurrence:

- a. The supervising teacher will attempt to contact the student or the student's parent/guardian (if a student is under 18) at the time of the missed appointment, attempt to reschedule the appointment, and document attempted phone contacts in Aeries.
- b. If the student or the student's parent/guardian cannot be reached, the supervising teacher will attempt to contact those listed on emergency contacts to reschedule the appointment and document the attempted contact(s) in Aeries.
- c. If unable to reach the student, the student's parent/guardian (if a student is under 18) or any person listed as an emergency contact to reschedule the appointment:
 - The teacher will note non-compliance in the student Aeries visitation log. According to the Butte County Office of Education Superintendent's Policy (SP 6158), missing appointments with the supervising teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.

- When a participating student misses three assignments in a period of twenty (20) school days, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.
 - d. The teacher may increase the frequency of the appointment schedule and/or require daily lab attendance.
 - e. The teacher will talk with the student, during the next appointment and determine interventions necessary to remove barriers to attending appointments, completing assignments, and/or logging onto the curriculum. (For example: attending tutoring sessions, receiving a bus pass or gas card, providing information for mental health support). A Reengagement meeting may be held with the student, the student's parent/guardian (if a student is under 18), and the principal to determine the support needed.
 - f. The teacher will send home a Missed Appointment Letter, which states the day and time of missed appointment and gives the day and time of a rescheduled appointment that the student MUST attend, or send home a Not Logging On Letter, which states that the student has not been logging onto the online curriculum platform (Edgenuity) and not completing assignments outlined in weekly Learning Plan.
 - g. The teacher will contact the Resource Teacher if the student has an active IEP.
 - h. No attendance will be given for missed workdays.
- 2) Second Occurrence, within the same semester:**
- a. The student is now truant; the teacher will attempt to contact the student and reschedule an appointment.
 - b. The teacher and principal will evaluate student progress through Aeries attendance conference log.
 - c. A Reengagement meeting will be held with the student, the student's parent/guardian (if the student is under 18), and the principal to determine the support needed.
 - d. The teacher will note non-compliance in the student Aeries attendance log.
- 3) Third Occurrence, within the same semester:**
- a. The supervising teacher will implement all supports designated in the First Occurrence.
 - b. The principal will send a letter giving five (5) days' notice to the student, or the student's parent/guardian (if a student is under 18) indicating that the student will be disenrolled. This letter includes notification of enrollment termination and Charter School Complaint Notice. (EC) Section 47605(d)(4) and (b)(5)(J)(iii)
 - c. The student will be withdrawn from school, and the district of residence will be notified for students under eighteen. The student or the student's parent/guardian (if a student is under eighteen) may request an appeal within five (5) working days of the date of notification.
 - d. A special meeting with the principal, supervising teacher, parent, and the student may be necessary when a parent requests an appeal.
 - e. If the parent fails to respond by the predetermined disenrollment date, the student will be withdrawn. The student's exit date will be the last date the student received attendance at school.

Students Inadequate Progress Policy for Students with an IEP:

- 1) Missed Appointment Letters are issued to students, when needed, to alert the student and the parent of the following:
 - a. The student has excessively missed assignments, missed meetings or appointments, and/or lacks proper communication to be in the program which follows Independent Study regulations.

- b. The personalized learning setting may not be appropriate.
 - c. The personalized learning system of education may be contrary to the best interest of the student.
- 2) Students who have qualified for Special Education services often meet with other certificated professionals in addition to their teachers. All certificated personnel who work with a student must alert the teacher when assignments are not complete so that the teacher can issue the Truancy Letter to the student.
 - a. The teacher must issue a Missed Appointment Letter for a student with an IEP according to the procedures for all students.
 - b. All certificated personnel who work with a student with an IEP must report truancy violations so that the supervising teacher can issue a Missed Appointment Letter according to the procedures for all students.
 - c. After Missed Appointment Letter #2, the principal/designee must be contacted and an IEP scheduled.
- 3) A Manifestation of Determination IEP will occur before notification of enrollment termination.

After disenrollment, the student/parent can contact the principal for a reenrollment appointment. It is the goal of Come Back Butte Charter to assist all students to complete their high school diploma or receive a HiSET certificate. Every student will have the opportunity to discuss reenrollment options.

Handbook Accessibility (printable version and website)

The handbook is available on the website (comeback.bcoe.org) and a hard copy is available at the school upon request.

BEHAVIOR

School Rules and Discipline

- 1) Students are expected to Take Care of Business (TCB).
- 2) In all instances, students will act so as not to infringe upon the rights of others or to endanger their own or another's private property or person.
- 3) Physical violence or the threat of physical violence will not be tolerated on campus or en route to and from campus.
- 4) Students will be considerate in their relationships with students, teachers, and staff.
- 5) Students will keep their language, clothing, and gestures respectful and free of profanities and obscenities.
- 6) Students will follow all rules and procedures in the Handbook.
- 7) Students will keep hands, feet, and objects to themselves, including rough housing and "playing around".
- 8) Students will follow classroom procedures established by each teacher.
- 9) Students will interact appropriately, including avoiding excessive displays of affection.
- 10) Students will use kind words.
- 11) Students will allow others to learn.
- 12) Students will follow staff directions.
- 13) Students will respect appropriate boundaries.
- 14) Students will refrain from bullying.
- 15) Students will respect personal and school property.
- 16) Students will keep themselves and others physically safe.
- 17) Students will not possess, make, or draw pictures of weapons, drugs, or drug paraphernalia.

- 18) Students will not possess and/or use illegal drugs, including nicotine, and/or alcohol.

The school will notify your student's teacher(s), in confidence, if your student has caused, or attempted to cause, serious bodily injury to another person or has engaged in other behaviors that constitute grounds for suspension or expulsion. The information provided to the teacher(s) will be based on any written records that the school maintains or receives from a law enforcement agency regarding your student. (Ed. Code § 49079(a)).

Conduct Code Procedures

At the beginning of the school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the student/parent. If a student must be removed from the school and a discipline form cannot be filled out and submitted immediately, staff should verbally notify the principal of the incident and discipline taken.

Acceptable discipline techniques include, but are not limited to:

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

Student Expectations

Each student at Come Back Butte Charter is expected to:

- 1) Meet with their teacher in person once per week. If a student is unable to attend this weekly meeting, they are expected to call before the missed appointment and reschedule their appointment.
- 2) Arrive at meetings and classes prepared, on time, and ready to learn.
- 3) Complete (2) two hours of online work per course.
- 4) Complete and turn in schoolwork on time.
- 5) Communicate about learning and ask for help when needed.
- 6) Share notices and information received from the school with their family if they are under eighteen.
- 7) Stay current on school activities and events which will be posted on our website, flyers at the school as well as announced in teacher/student meetings.

Dress and Grooming

As an independent study school, it's recognized that most student learning takes place in the home. As such, Come Back Butte Charter does not regulate student dress in the home. However, when at a school event, clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles, hats, etc.) shall be free of writing, pictures, or any other insignia which are crude, vulgar, profane, or sexually suggestive, which bear

drug, alcohol, or tobacco company advertising, promotions, and likenesses, or which advocate racial, ethnic, religious prejudice, or gang-related activities.

The County Superintendent holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity of the particular program. - SP 5132

Students can wear sun-protective clothing, including hats, when outside during the school day. Students may also apply sunscreen during the day without a doctor's note or prescription. School districts may develop policies related to sun protective clothing and the use of sunscreen during the school day. (Ed. Code § 35183.5)

Care of School Materials

Because we are an online school, we require each student to sign and adhere to the *BCOE Acceptable Use Agreement*. Students are expected to take care of any technology that is checked out to them and return all items when no longer enrolled.

Misuse of Materials and Technology Including Repayment

Any violation of school policy or rules may result in loss of school-provided access to technology. Additional disciplinary action may be determined in keeping with existing school policies and procedures. When and where applicable, law enforcement agencies may be involved. SP 5125.2

The Butte County Office of Education shall withhold grades, diplomas, or transcripts from any student when school property has been willfully damaged or not returned upon demand. The principal or designee shall inform the parent/guardian in writing of the student responsible for the alleged misconduct and the reparation that may be due.

If reparation is not made, the Butte County Office of Education shall afford the student their due process rights in conformance with Education Code.

When a student from whom the Butte County Office of Education is withholding grades, diplomas, or transcripts transfers to a district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared.

The County Superintendent or designee shall notify the parent/guardian in writing that the Butte County Office of Education's decision to withhold grades, diplomas, or transcripts will be enforced by the new district.

The Butte County Office of Education shall withhold grades, diplomas, or transcripts from any student transferring into the Butte County Office of Education whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the Butte County Office of Education shall release these documents.

Student Cell Phones and Personal Items

Any electronic device that disrupts learning is prohibited on the CBBC campus. The use of cellular phones and similar devices is specifically prohibited during program hours unless specifically asked by the instructor to use for instructional purposes. Staff may require a student to stop using their device if it is interfering with the learning process or if it is disrupting others. No taping or recording classes is permitted without instructor

approval. This policy includes, but is not limited to, the following devices: radios, tape players, CD players, video recorders, iPods, MP3 players, games, pagers, laser pointers, and cellular phones.

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 school-sponsored or school-related activities. The County Superintendent also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the complaint process established pursuant to this policy and the administrative regulation.

Instruction/Information

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

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

Complaint Process

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

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

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

The principal or designee to whom a complaint of sexual harassment is reported shall immediately investigate the complaint in accordance with administrative 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 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 taken into account.

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

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

Student Conduct

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

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

Suspension

The following items are illegal to possess on a school campus and could result in suspension:

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

The following are not allowed on school grounds:

- Guns, knives and any weapons
- Drugs or alcohol
- Squirt guns or toy guns
- Aerosol cans
- Large sums of money or valuables of any kind
- Unsafe or disruptive apparel that depicts gangs, gambling, alcohol, drugs or sexually explicit imagery or wording

ACADEMICS

Academic Policies

Report Card / IEP Goals Mastery Updates

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

Regulations Regarding Grades/Evaluation of Student Achievements AR 5121

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.

If a student misses class without an excuse and does not subsequently turn in homework, take a test or fulfill another class requirement that they missed, the teacher may lower the student's grade for non-performance. Students with excessive unexcused absences (6 per semester) may receive a failing grade and not receive credit for the course.

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

Pass/Fail Grading

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

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

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

Students with Disabilities and/or Section 504 Plan

Eligible students with disabilities shall have annual reviews of student achievement in accordance with federal and state laws. The Deputy Superintendent shall establish and evaluate the program progress and grading systems. The Deputy Superintendent shall ensure that student grades and progress reports conform to this system. Students with disabilities may not be denied participation in school programs and activities solely on the basis of disability.

The County Superintendent and/or designee shall ensure that the Section 504 regulations are met by adhering to the following: annually attempt to identify and locate all students with disabilities; provide a free and appropriate public education; ensure that students with disabilities are educated with non-disabled students to the maximum extent appropriate; establish nondiscriminatory evaluation and placement procedures; establish procedural safeguards; ensure students with disabilities the equal opportunity to participate in non-academic and extracurricular services and activities.

Challenging Courses by Examination – SP6155

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

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

Academic Integrity

In order to achieve the goal of academic integrity, Come Back Butte Charter has established clear guidelines and consequences.

Having academic integrity means valuing and demonstrating positive regard for:

- Intellectual honesty
- Personal truthfulness
- Learning for its own sake
- The creations and opinions of others (i.e., intellectual property)

All members of the school community have responsibilities relating to academic integrity, detailed in the table below:

Student Responsibilities

- Homework is done on time and on your own
- Ask for help from teachers
- Surround yourself with a positive environment
- Use good time management: balance schoolwork with extracurricular activities
- Do not cheat or get involved in any form of plagiarism
- Take pride in your work
- Actively participate in class and ask questions
- Come to school
- Help peers prevent and avoid cheating
- Do not share work with other students
- Review Academic Integrity Policy with parents/guardians

Parental Responsibilities

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

Teacher Responsibilities

- Be precise about expectations for students by clearly stating the Academic Integrity Policy, orally and in writing
- Review the Academic Integrity Policy with students and communicate the range of consequences for Academic Integrity violations to the students
- Address the use of study aids in coursework
- Clearly specify when collaboration with other students is permitted on an assignment
- Review student work regularly for violations of the Academic Integrity Policy
- Report violations of the Academic Integrity Policy regarding your own class assignments to an administrator for a determination of next steps. Teacher discretion may be used.
- Review the policy at the opening of orientation and parent-teacher meetings
- Report violations of the Academic Integrity Policy regarding another teacher's class assignments to that teacher (i.e., when an English teacher observes students copying math homework in English class, the English teacher should report that to the math teacher)
- Protect passwords and gradebook access
- Do not allow anyone else access to passwords, Aeries gradebooks, or other confidential material

Administrator/Principal Responsibilities

- Include the Academic Integrity Policy in the Student Handbook
- Support teachers in administering discipline and upholding the CBBC and BCOE Academic Integrity Policy
- Train new teachers in how to apply the Academic Integrity Policy
- Record incidents/follow-up action in Aeries; inform teachers about the outcome of referrals
- Facilitate conferences and counsel students in each case of academic dishonesty
- Collaborate with teachers to maintain a secure digital and physical environment
- Review and resolve appeals

Consequences of Violations

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

Violations and Consequences

Category A Violations include, but are not limited to:

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

Category A Consequences include:

- The student receives a zero on the assignment.
- Teacher notifies parents (students under 18) via email, phone call, or at a teacher-parent meeting.
- Teacher notifies the principal.
- Teacher or principal logs offense in Aeries and meets with the student to review the Academic Integrity Policy.
- The teacher may require the student to redo the assignment, and the teacher can award partial credit.

Category B Violations include, but are not limited to:

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

Category B consequences include:

- The student receives a zero on the assignment and will need to complete all major assignments on site.
- The student will redo assignments.

Core and Elective Courses

English (Grade 9)

This course nurtures students' understanding and appreciation of literature through the emphasis on reading, analysis, and interpretation. Students will read excerpts covering several genres: short story, non-fiction, poetry,

dramatic literature, and 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: short story, non-fiction, poetry, dramatic literature, and epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

English (Grade 11)

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

English (Grade 12)

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

Math Foundation

This math course focuses on algebraic and numerical skills in the context of applications and problem solving to prepare for success in future math courses.

Business Math

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.

Math Readiness

This course emphasizes the understanding of mathematical concepts rather than just memorizing procedures.

Algebra 1

Algebra 1 is a year-long comprehensive Algebra course that 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.

Geometry

Geometry is a year-long comprehensive course that 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.

Integrated Math I

Integrated Math I is the first of three mathematics courses required for college entrance. The course content includes functions; algebra; geometry; statistics; probability; discrete mathematics; measurement; numbers; logic; and language. The course emphasizes mathematical reasoning, problem-solving, and communication through the 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 Math II

Integrated Math 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 the 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 Math 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.

PE 1

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

PE 2

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

Health

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

Biology

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This year-long course encompasses traditional concepts in biology and encourages the exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

Physical Science

This course covers the structure and state of matter. Topics may include forms of energy, wave phenomenon, electromagnetism, and physical/chemical interactions.

Earth Science

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

Life Science

Life Science is a year-long 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.

Economics

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

Government and Civics

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

US History

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.

World History

The instructional structure presents a clear and comprehensive coverage of world history. The course is designed to cover important events that have shaped the modern world, from the late 1700s to the present. It encourages

active reading and learning for students of all reading levels. It allows students the chance to grasp the California standards using a variety of activities and resources. It provides understanding and the opportunity for interpretation of all views of important events in history. It is directly aligned with the California standards framework.

Art History

Visual Art is a survey course that 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. This course presents an integrated, chronological approach to the study of art. Art in Focus demonstrates the interrelationships of aesthetics, art criticism, art history, and studio art.

Drawing

This course provides a foundation in drawing using a variety of media and techniques in both black and white and color. The course emphasizes observation and interpretation of the visual environment, life drawing, and drawing from the imagination. Included are the application of the elements and principles of design, a study of historical and contemporary art and artists from a worldwide perspective, and instruction and practice in the critique process.

Fundamental Art

Visual Art is a survey course that 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 are also presented. Visual Art integrates lessons in Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation to form a comprehensive approach to art that helps every student - regardless of their learning style - think more creatively, make better decisions, and even learn the art of self-discipline.

ELECTIVE COURSES

Elective PE

Elective Physical Education courses typically cover content for developing skills and knowledge in adventure/outdoor activities. Elective Physical Education courses present students with the opportunity to explore physical activities that they enjoy or show interest in. This course is designed for students who have completed High School Physical Education Courses I and II.

Health Ed 2

Health Education 2 is a course designed to cover additional topics not covered in the Health course.

Life Skills

Life Skills is designed to increase student knowledge and ability in skills necessary for everyday living. The course emphasizes defining personal values, goal setting, and planning, making decisions and solving problems, evaluating information and dealing with media and peer pressure, communication and relationships, decision-making, wellness and personal safety, and contributing to your community.

Psychology

This course focuses on the scientific study of human development, learning, motivation, and personality. Students explore implications for everyday life with a scientific perspective on human behavior.

Career Ed

A course where students are introduced to the world of career exploration, with emphasis on techniques for filling out job applications, interviewing techniques, preparation of a resume, communication and stress management skills.

Digital Art

Digital Art focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Students learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to Adobe® Illustrator®, and learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

Study Skills

This test preparation course effectively prepares students for all sections of the High School Equivalency Test or HiSET. Course content is broken into strands, allowing students to focus on each subject extensively before moving on to the next area of study. A diagnostic assessment at the beginning of each strand is used to target areas of opportunity. Students are prescribed individualized paths of study and provided instructional content for review including video-based instruction by highly qualified teachers, interactive assignments, and regular assessment opportunities to track progress. A post-test at the end of each strand ensures that students master the content.

Homework, Make-up Work, Extra Credit

Homework – AR 6154

CBBC is a non-classroom-based online Independent Study program. All classwork can be completed from home and/or students may access the learning lab during school hours to complete coursework. Missed assignments must be made up by the next scheduled appointment. Extra credit may be earned by students at any time that their assigned work for the week is completed. Students can work ahead at their own pace to earn additional credits.

Make-Up Work

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

Extra Credit

Extra credit work will be available to all students. The teacher will determine the timeline for completion of extra credit work and the effect of extra credit work on performance.

Graduation Requirements

CBBC Graduation Requirements

Prescribed Course of Study	Come Back Butte Charter
Subject Area	Credits
English 9	10
English 10	10
English 11	10
English 12	10
* Math	20
Fine Arts, Foreign Language, or Career Technical Education (CTE)	10
World History/Geography	10
US History	10
US Government	5
Economics	5
Life Science	10
Physical Science	10
PE	20
Electives (EL)	40
Total	180

High School/Graduation Requirements – The curriculum used at CBBC meets all state standards. Subjects taught include English, Life Skills, World History, United States History, Economics, Civics, Fine Arts, Physical Education, Integrated Math (Algebra), Life Science, and Physical Science. Students must earn a total of 180 credits to earn a high school diploma. Students who transfer to CBBC with 180 or more credits must earn a minimum of 10 credits at CBBC to receive a high school diploma. High school students in grades 9-12 receive credits for courses passed, and credits are transferable to other high schools. (*Math includes 10 Algebra credits and 10 Math credits)

State and Local Assessments

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.

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.

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

Smarter Balanced Assessment Consortium Assessments

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

California Science Tests (CAST)

The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills in 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 is based on alternate achievement standards derived from the CA NGSS. Students taking the CAA for Science will take three embedded performance tasks.

English Language Proficiency Assessments for California (ELPAC)

The English Language Proficiency Assessments for California (ELPAC) is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law requires that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve. The California Department of Education (CDE) transitioned from the California English Language Development Test (CELDT) to the ELPAC as the state ELP assessment in 2018.

The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

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 start lifelong habits of regular physical activity. Students in grades five, seven, and nine take the fitness test. The test has five parts that show a level of fitness that offers a degree of defense against diseases that come from inactivity.

Local Assessments

CBBC students participate in three local assessment administrations throughout each year to assess students' growth and provide intervention. Local assessments include reading, writing, and mathematics. Local assessments are part of the educational program and are required to ensure educational access and benefit.

Grades and Repeating Classes

Grading

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

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

Repeated Classes

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

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs

Students are supported by the principal and staff throughout their entire enrollment at Come Back Butte Charter. In addition, a Student Support Counselor and Case Manager are available to check in with students as needed, and pre- and post-graduation guidance is provided by the CBBC Transition Specialist.

Medical and Medication

Administration

Parents may request assistance in administering medication to the student during school hours. Such assistance requires written authorization and that of a physician, surgeon, or physician 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 the student's continuing medication regimen for a non-episodic condition. With parental consent, the school nurse may communicate with the 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 the need for emergency use. An EpiPen is located in the metal cabinet in the principal's office.

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 their 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 9 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 within the discretion of the school district.

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

Suicide Prevention

SP 5141.52: Suicide Prevention Policy – Student Version

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

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

- **Postvention:** Giving support after a suicide death.

Making the Rules

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

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

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

People who might help include:

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

How We Help

The school will use these tools and plans:

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

Students Who May Need Extra Support

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

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

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

AR 5141.52: Suicide Prevention Regulations

Important Rules and ID Cards

- **Staff Roles:** School workers can only help in ways they are trained for. They do not give medical checkups (diagnoses) unless they are licensed doctors or therapists.
- **ID Cards:** Students in grades 7–12 will have the 988 Suicide & Crisis Lifeline and a QR code for mental health help on their school ID cards.
- **Talking to Adults:** If you are sad or worried about a friend, tell a teacher or principal. The school will take every message seriously.

- **If There is a Threat:** *The principal will get help immediately, keep the student safe with an adult, and call the parents.*
- **Coming Back to School:** *If a student leaves for a mental health reason, the principal will meet with the family to make a plan for a safe return.*

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

Married, Pregnant, and Parenting Students

Married, pregnant and parenting students at Come Back Butte Charter 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 Come Back Butte Charter Transition Specialist.

Come Back Butte Charter 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, Come Back Butte Charter 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 Come Back Butte Charter 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

In alignment with charter law, Come Back Butte Charter does not provide food services as students are not required to be on campus for two (2) or more hours.

SAFETY

Data and Student Privacy

The County Superintendent 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. The County Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following:

- 1) College or other postsecondary education recruitment or military recruitment.
- 2) Book clubs, magazines, and programs providing access to low-cost literary products.
- 3) Curriculum and instructional materials used by elementary and secondary schools.
- 4) Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students [or to generate other statistically useful data for the purpose of securing such tests and assessments] and the subsequent analysis and public release of the aggregate data from such tests and assessments.
- 5) The sale by students of products or services to raise funds for school-related or education-related activities.
- 6) Student recognition programs.

The County Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including their name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose. The County Superintendent or designee shall consult with adult students or parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following:

- 1) Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose.
- 2) Arrangements to protect student privacy in the administration of surveys that may request information about the personal beliefs and practices of students and their families.
- 3) The rights of adult students or parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:
 - a. Survey instruments requesting information about their personal beliefs and practices or those of their students.
 - b. Instructional materials used as part of their student's educational curriculum.
 - c. Instruments used in the collection of personal information for the purpose of marketing or sale.
- 4) Any non-emergency physical examinations or screenings that the school may administer.

The County Superintendent or designee shall notify adult students or parents/guardians of the adoption or continued use of Butte County Office of Education's Superintendent's Policy and Administrative Regulations pertaining to the rights specified in items #1-4 above.

Surveys Requesting Information about Beliefs and Practices: A student's parent/guardian, or a student who is an adult or emancipated minor, shall provide prior written consent before the student is required to participate in a survey inquiring about one or more of the following:

- 1) Political affiliations or beliefs of the student or their parent/guardian.
- 2) Mental or psychological problems of the student or their family.
- 3) Sexual behavior or attitudes or personal beliefs and practices in family life or morality.
- 4) Illegal, anti-social, self-incriminating, or demeaning behavior.
- 5) Critical appraisals of other individuals with whom the student has close family relationships.
- 6) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers.
- 7) Religious practices, affiliations, or beliefs of the student or their parent/guardian.
- 8) Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program.

If a student participates in such a survey requesting information about personal beliefs and practices, school officials and staff members shall not request or disclose the student's identity. Notwithstanding the above requirements for prior written consent, the district may administer to students in grades 9-12 anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their student not participate. If the district administers a voluntary survey that already includes questions pertaining to sexual orientation and/or gender identity, the Superintendent or designee shall not remove such questions.

Emergency Procedures

Butte County Office of Education is committed to providing safe, secure, and nurturing environments for students, families, and employees. BCOE last revised its Comprehensive School Safety Plan for all BCOE schools/programs in 2025 and has adopted this plan for the 2026/2027 school year. The plan includes all state mandated components to be included in a school safety plan, an extensive incident command and response section, tactical considerations with first responder input, and is referenced in the annual school accountability

report card prepared pursuant to Education Code Sections 33126 and 35256. The Comprehensive School Safety Plan is reviewed, updated, and adopted by each school within BCOE, each year, as part of BCOE's overall school safety program.

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

Come Back Butte Charter School welcomes community input and always looks for ways to improve the safety of our schools. Members of the community may feel free to contact the school to share thoughts and suggestions on identifying ways to improve school safety.

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

- At a minimum, all our policies and procedures comply with all state and federal laws related to:
- Documenting immunizations of new students.
- Requiring proof of tuberculosis screening for staff at time of hire and every four years thereafter.
- Requiring cleared fingerprints at time of hire and receiving subsequent arrest notifications from 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, legal reference EC 32000-32004 School Safety.

Volunteers and Visitors

School visitors and observers should make appointments in advance, with the exception of parents visiting their own student. Parents are encouraged to also notify schools of intended visits. Classes operated at district sites will follow the school site visitation sign-in procedures. Program administrators will notify parents in writing annually of the program visitation policy and procedures (SP 6116).

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

Parent volunteers are always encouraged on campus. Any parent who wants to volunteer on a regular basis must have fingerprints on file with the Butte County Office of Education. Parent volunteers must be approved by their student's teacher as well as the school administrator.

Field Trips and Transportation of Students

Butte County Office of Education shall provide transportation (as compared to the transportation offered to non-homeless students) for a homeless student who is enrolled in a Butte County Office of Education school, to and from their school of origin if the parent/guardian requests that such transportation is provided. If the student moves outside the county boundaries but continues to attend their school of origin, the County Superintendent or designee shall consult with the Superintendent of the District in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. Student Injuries

Reporting Student Accidents

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

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

Annual School Climate Survey

The School Climate Survey is an anonymous survey used to identify school climate issues within our school. Parents/guardians of high school students under 18 should notify the office in writing if they choose to opt their student out of the survey.

Dangers of Synthetic Drugs

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

Firearms Parent Notification

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

ENGAGEMENT

Communication, Conferences, and Staff Accessibility

Come Back Butte Charter staff meet daily to check in on school business and student issues. Staff meetings are held monthly to ensure continuous progress toward school and LEA initiatives.

Teachers are available in person on campus five days a week. Each student has weekly scheduled in-person meetings with their teacher to check in on course progress. Teachers are also accessible to assist students who choose to come work in the Learning Lab. There is also a tutor on-site throughout the week, the tutor schedule is available from the teacher. In addition to in-person options, students can contact teachers via email, phone, and through the Edgenuity online platform.

Parent-Community Engagement Opportunities

Education partner collaboration is encouraged through the following public forums: School Planning Team (School Site Council) meetings, Student/Parent/Family Connection Activities, individual student interviews, and the LCAP and PBIS surveys. Personalized engagement occurs at individual weekly independent study meetings. At CBBC, most students are age 18 or over, therefore Family Engagement looks different than it would at traditional schools.

The Come Back Butte Charter School Planning Team (School Site Council) meets approximately every two months between September and May and provides input on general school issues, policies, and other charter school interests and, activities. The CBBC School Planning Team ensures the school program is aligned to the charter elements and the CBBC Local Control Accountability Plan (LCAP) including goals, actions, and strategies.

Come Back Butte Charter holds monthly Come Back Connection events on-site to promote education partner engagement and provide information and resources for students and families. In addition to students themselves, attendees have included parents, grandparents, guardians, and children of students as well as alumni. Every month features various education partners including Butte College, Butte County Office of Education's CTE department, Alliance for Workforce Development, and California Conservation Core (CCC).

SCHOOL SITE STAFF

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. The school site administration and staff collaborate to identify the areas of need most relevant to the individual school.

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

The school may offer:

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

ATTENDANCE

Pupil Attendance and Absences

Come Back Butte Charter Attendance Policy

Student responsibilities:

Student will:

- obtain the teacher's contact information, including email and school phone number
- attend all regularly scheduled appointments
- complete all state and local assessments in a timely manner
- contact the teacher at least 3 hours before the scheduled appointment, if unable to attend an appointment
- keep school up to date on address and phone numbers
- complete all assignments listed on the weekly Learning Plan
- complete 2+ hours of school assignments a day/per subject
- bring all signed paperwork to all appointments

The attendance policy based on Education Code Section 51747 states:

When a pupil fails to complete three (3) consecutive independent study assignments during any period of 15 school days or misses two (2) appointments without valid reasons, the Superintendent or designees shall conduct an evaluation to determine whether the pupil should be allowed to continue in Independent Study.

Students are reminded that to be successful at Come Back Butte Charter students must log on to the curriculum and/or work in their textbooks every school day and attend all scheduled appointments.

Parents/guardians may excuse their student from school for justifiable personal reasons upon written notice and approval by the principal or designated representative. Personal reasons may include attendance at a religious retreat, not to exceed four hours per semester, and the observance of a religious holiday or ceremony. (Ed. Code § 48205.)

Education Code Section 48205 - Excused Absences

- a) Notwithstanding Section 48200, a pupil shall be excused from school when the absence is:
- 1) Due to his or her illness.
 - 2) Due to quarantine under the direction of a county or city health officer.
 - 3) For the purpose of having medical, dental, optometric, chiropractic, or counseling services rendered.
 - 4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
 - 5) For the purpose of jury duty in the manner provided for by law.
 - 6) Due to illness or medical appointment during school hours of a student of whom the pupil is the custodial parent.
 - 7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
 - 8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.

For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- 9) Participation in religious exercises or to receive moral and religious instruction in accordance with Butte County Office of Education Policy and Administrative Regulations. In such instances, the student shall attend at least the minimum school day. The student shall be excused for this purpose on no more than four days per school month. (Ed Code § 46014.) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- 10) 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.
- 11) Time spent with a parent/guardian or other relative as required by a court of law
- 12) Time spent with a parent/guardian or other relative, which is clearly in the best interest of the child.
- b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to the tests and assignments that the pupil missed during the absence.
- c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.
- d) Absences pursuant to this section are deemed to be absences in computing average daily

attendance and shall not generate state apportionment payments.

(e) "Immediate family," as used in this section, has the same meaning as set forth in Section 45194, except that references therein to "employee" shall be deemed to be references to "pupil."

Unexcused Absence

Parents/guardians will be notified in a timely manner if their student (17 or under) is absent from school without permission. (Education Code § 51101(a)(4).

Late Arrival and Early Departure Instructions

If a student is late for an appointment, their teacher may ask them to either wait until they have free time (if a student comes in during another student's appointment time) or to reschedule. On some occasions, the student may still be allowed to meet with their teacher if they arrive late.

Truancy

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

- 1) That the pupil is truant.
- 2) That the parent or guardian is obligated to compel the attendance of the pupil at school.
- 3) That the parent or guardian may be guilty of a criminal infraction if the parent or guardian fails to meet this obligation.
- 4) Other alternative educational programs are available in the district.
- 5) That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil's truancy.
- 6) That the pupil may be subject to arrest and prosecution.
- 7) That the pupil may be subject to suspension, restriction, or delay of the pupil's driving privilege.
- 8) That it may be recommended that you accompany the pupil to school and attend classes with the pupil for one day. (Education Code § 48260.5(a).

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

Mental Health Services Act Pursuant to Education Code Section 49428 as amended by AB2022 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.

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.

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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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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	(530) 899-0335
2380 Las Plumas Avenue, Oroville, CA 95966	
Oroville High School Teen Center	530) 538-2320 ext. 3016
1876 Bridge Street, Oroville, CA 95966	

Butte-Glenn Community College

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

Butte Glenn 211

Connects people with community services in Butte and Glenn Counties.

Butte County Department of Employment and Social Services (DESS)

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

In-Home Supportive Services (IHSS) (530) 552-6162

Public Guardian (530) 552-6165

Direct Intake Line (530) 552-6164

Butte County Library

Free access to books and computers

Chico Library (530) 552-5652

1108 Sherman Avenue, Chico, CA 95926

Oroville Library (530) 552-5652

1820 Mitchell Avenue, Oroville, CA 95966

Biggs Library (530) 552-5652

464 B Street A, Biggs, CA 95917

Durham Library (530) 552-5652

2545 Durham-Dayton Hwy, Durham, CA 95938

Gridley Library (530) 552-5652

299 Spruce Street, Gridley, CA 95948

Butte County Library Literacy Services (888) 538-7198

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

CalFresh

Nutrition program for eligible families and people.

CalFresh Information Line (877) 847-3663

Chico State CalFresh

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

CalWORKs

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

CalWORKs (877) 410-8803

California Low-Cost Auto Insurance

Low-cost auto insurance for qualifying California residents.

Low-Cost Auto Insurance (866) 602-8861

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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 Groups

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

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

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

Four Winds of Indian Education Center

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

Four Winds

(530) 895-4212

2345 Fair Street, Building 6, Chico, CA 95928

Freecycle Network

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

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

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

The Live Spot

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

(530) 538-7124

National Parent & Youth Helpline – operated by Parents Anonymous

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

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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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Updated Spring 2026

500 Cohasset Road, Suite 15 Chico, CA 95926

Chico – Concord Avenue

(530) 809-3300

Medical, Behavioral Health, and Community Health & Outreach

1990 Concord Avenue, Chico, CA 95928

Chico – Springfield Drive

(530) 781-1440

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

1515 Springfield Drive, Suite #175 Chico, CA 95928

Orchard Hospital

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

Hospital

(530) 846-9000

240 Spruce Street, Gridley, CA 95948

Oroville Hospital

24-hour acute care hospital.

Hospital

(530) 533-8500

2767 Olive Highway, Oroville, CA 95966

Peg Taylor Center for Adult Day Health Care

Adult day health care services.

Peg Taylor Center

(530) 342-2345

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

Planned Parenthood – Chico Health Center

Sexual and reproductive healthcare services for everyone.

Planned Parenthood

(530) 342-8367

3100 Cohasset Road, Chico, CA 95973

(800) 230-7526

Chico Project S.A.V.E.

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

S.A.V.E.

(530) 680-5974

1100 Marauder Street, Chico, CA 95973

Shalom Free Clinic

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

Shalom Free Clinic

(530) 342-2445

1010 Mangrove Avenue, Suite D, Chico, CA 95926

Shriners Ben Ali Shrine Center

(916) 920-4107

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

Shriners Children's Patient Referral

(916) 453-2191

2425 Stockton Boulevard, Sacramento, CA 95817

Social Security Administration

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

Chico

(866) 964-7585

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

Oroville

(866) 331-7130

115 Table Mountain Blvd, Oroville, CA 95965

Women's Health Specialists

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

Women's Health Specialists

(530) 891-1911

1469 Humboldt Road, Suite 200, Chico, CA 95928

Women's Resource Clinic

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

Clinic & 24-hour Hotline

(530) 897-6101

115 West 2nd Avenue, Chico, CA 95926

Disability Services

Ability First Sports – Adapted Sports Program

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

Ability First

(530) 433-4237

The ARC of Butte County

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

Chico

(530) 891-5865

2030 Park Avenue, Chico, CA 95928

Autism Lifespan – Little Red Hen

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

Deaf and Disabled Telecommunications Program

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

Disability Action Center

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

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

Disability Rights California

Legal advocacy for people living with disabilities.

Disability Rights (916) 504-5800

Do-It Leisure (Paradise Recreation & Park District)

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

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

Easter Seals Superior California - Sacramento

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

Sacramento (916) 485-6711

Far Northern Regional Center

Community referrals and advocacy for individuals with developmental disabilities.

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

Hartford Place – Apartments in Chico

Apartment building for people with developmental disabilities.

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

Home & Health Care Management

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

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

Chico Meals on Wheels

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

Chico (530) 343-9147

Office of Clients' Rights Advocacy (OCRA)

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

Clients' Rights Advocacy (530) 345-4113

150 Amber Grove Drive, Suite 154, Chico, CA 95973

Passages Adult Resource Center

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

Passages (530) 898-5923

25 Main Street, Suite 202, Chico, CA 95928

Rowell Family Empowerment of Northern California

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

Rowell Family Empowerment (530) 226-5129

3330 Chum Creek Road, #A1, Redding, CA 96002

State Department of Rehabilitation

Assessment/job placement and training for disabled people.

Chico (530) 895-5507

1370 E. Lassen Avenue, Suite 110, Chico, CA 95973

Oroville (530) 895-5507

78 Table Mountain Blvd., Oroville, CA 95965

Society for the Blind

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

Office (916) 452-8271

1238 S Street, Sacramento, CA 95811

Core Skills Classes (916) 452-8271

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

Senior IMPACT Project (916) 889-7516

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

CareersPLUS Youth

(916) 452-8271

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

Low Vision Clinic

(916) 889-7502 to make an appointment

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

Retail Store

(916) 889-7502 to make an appointment

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

State Council on Developmental Disabilities

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

Office

2300 Fair Street, Chico, CA 95928

(530) 895-4027

Wings of Eagles – The Joseph Alvarez Organization

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

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

Work Training Center

Job placement and recreation programs for adults with disabilities.

WTC

(530) 343-7994

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

Housing

Chico City Housing Office

(530) 879-6300

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

Community Action Agency of Butte County

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

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

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

Community Housing Improvement Program (CHIP)

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

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

City of Oroville Housing Development Department

Housing programs for income qualified families.

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

Habitat for Humanity of Butte County - ReStore

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

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

Housing Authority of the County of Butte

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

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

Town of Paradise Housing Program

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

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

Legal Services

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

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

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

Oroville
1 Court Street, Oroville, CA 95965

(530) 532-7015

Butte County Victim Assistance Bureau

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

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

(530) 538-7340

Legal Services of Northern California

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

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

(530) 345-9491

Community Legal Information Clinic

Free legal information and referrals for everyone.

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

(530) 898-4354

Superior Court of California, County of Butte County

www.buttelcourt.ca.gov

Butte County Courthouse
One Court Street, Oroville, CA 95965

(530) 532-7002

Appeals

(530) 532-7023

Court Administration

(530) 532-7013

Court Compliance

(530) 532-7014

Criminal

(530) 532-7011

Jury

(530) 532-7001

Juvenile Delinquency

(530) 532-7010

Mediation

(530) 532-7003

Traffic Division

(530) 532-7005

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

(530) 532-7002

Civil Division

(530) 532-7009

Court Compliance

(530) 532-7014

Family Law

(530) 532-7008

Juvenile Delinquency

(530) 532-7010

Probate Division

(530) 532-7017

Traffic Division

(530) 532-7005

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Updated Spring 2026

Emergency Assistance Services

6th Street Center for Youth

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

Youth Center

(530) 894-8008

130 West 6th Street, Chico, CA 95928

American Red Cross

Emergency shelter, food, and clothing.

Yuba City

(530) 673-1460

2125 East Onstott Road, Yuba City, CA 95991

Butte County Adult Protective Services

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

Adult Protective Services

(530) 538-7538

Catholic Ladies Relief Society – Chico Community Food Locker

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

Office

(530) 895-8331

1386 Longfellow Avenue, Chico, CA 95926

Children's Services Division

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

24-hour Abuse Intake Hotline

1-800-400-0902

Chico Location

(530) 879-3731

765 East Avenue, Suite 120, Chico, CA 95926

Oroville Location

(530) 538-7882

78 Table Mountain Boulevard, Oroville, CA 95965

Father's House Church Food Pantry

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

Food Pantry

(530) 534-4140

2833 Fort Wayne Street, Oroville, CA 95966

Jesus Center

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

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

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

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

Oroville Hope Center

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

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

Oroville Rescue Mission

Free meals and shelter for homeless individuals in Oroville area.

Oroville Rescue Mission
4250 Lincoln Blvd, Oroville, CA 95966

Men's Shelter
Women's Shelter

Salvation Army

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

Toll Free (800) 728-7825

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

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

True North Housing Alliance

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

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

Aurora North (530) 891-9048

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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.adventist.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

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

Saturday Oroville Farmers' Market

8:00 AM to Noon

Oroville Convention Center lower parking lot (1200 Montgomery Street)

Volunteer Income Tax Assistance

CARD Community Center

545 Vallombrosa Way, Chico, CA 95926

Call to verify days and times

(530) 895-4711

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

(530) 332-8576

1820 Mitchell Avenue, Oroville, CA 95966

Please call for an appointment

African American Family & Cultural Center

3300 Spencer Avenue, Oroville, CA 95966

(530) 532-1205

Call to verify days and times

Additional Resource Assistance

Butte-Glenn 211

Free and low-cost services available in the community

211

Site Family Engagement Policy

2026-27 Title I, Part A School-Level Parent and Family Engagement Policy Come Back Butte Charter School

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

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

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

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

The school will:

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

Communication and Accessibility

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

If requested by parents of Title I, Part A students, the school provides opportunities for parents to participate in decisions related to their children's education (ESSA Section 1116(c)(4)(C)).

The school provides opportunities for the participation of all Title I, and 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 their right to be involved in the Title I, Part A program (ESSA Section 1116(c)(1)).

The school offers a flexible number of meetings for Title I, Part A parents, including morning or evening sessions (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 to family members opportunities to attend
- Hold the Title I Parent Meeting each fall at a convenient time for parents
- Notify parents in a format, and where practicable, in a language they will understand
- Provide timely information in the following ways:
 - School website and social media
 - Letters home, including email communication
 - In-person meetings and other forms of two-way communication
- Accommodate a request for a meeting with any staff member of school administrator working with their student
- Provide the opportunity for public comment at regularly scheduled school advisory meetings
- Provide an annual LCAP Survey and Educational Partner meetings

2026-27 Title I, Part A School-Level Parent and Family Engagement Policy Come Back Butte Charter School

- Consider the various needs of the Educational Partner meetings
- Consider the various needs of Education Partners when sending communications or providing training, including those resulting from disability, language, and mobility barriers.

Engagement of Parents

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

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

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

- Recruit parents for open council positions by providing:
 - An election process free of potential or perceived barriers that may preclude participation
 - Training and ongoing support in council membership roles and responsibilities
- Include adequate representation of parents and family members of participating students on advisory councils
- Elicit feedback from and share with other advisory council and Educational Partner groups information about Title I, Part A programs and the Title I, Parent Involvement Policy

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

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

- In-person meetings, including parent-teacher conferences
- Parent education training/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:

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

Meaningful interactions may include:

- Community partnerships
- Two-way communication
- Remote or virtual access to allow parents/educational partners to participate from any location
- Site transitional specialist support, as needed
- Annual site activities (e.g., workshops aligned to educating parents on academic standards, and potlucks with guest speakers on specific topics)

Assistance may include:

- Opportunities for parents to participate/observe in their student's weekly meetings and/or workshops
- Materials and training to address academic and social-emotional needs
 - Once each semester

2026-27 Title I, Part A School-Level Parent and Family Engagement Policy Come Back Butte Charter School

- Include topics, as appropriate, identified by students/parents/family members
- Provide strategies to increase foundational math and literacy skills

Training may include:

- Research-based curriculum resources in training
 - Includes academic and/or social-emotional learning
- Community partner guest speakers
- Community resources (including local Behavioral Health agencies)

Staff Training:

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

The school may offer:

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

School Parent Compact

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

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:

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

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

- 1) The COE's policy on student suicide prevention, including a reference to the policy's age appropriateness for students in grades K-6
- 2) The definition of sex discrimination and harassment as described in Education Code 230, including the rights set forth in Education Code 221.8
- 3) Title IX information included on the district's website pursuant to Education Code 221.61, and a link to the Title IX information included on CDE's website pursuant to Education Code 221.6
- 4) District policies on student sexual harassment, prevention and response to hate violence, discrimination, harassment, intimidation, bullying, and cyberbullying
- 5) A section on social media bullying that includes all of the references described in Education Code 234.6 as possible forums for social media

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 settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior

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

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

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

Reporting and Filing of Complaints

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

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

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

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

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

Discipline/Corrective Actions

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

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

Support Services

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

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

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

Revised: February 2022

Use of Seclusion and Restraint

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

Definitions

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

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

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

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

Prohibitions

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

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

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

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	06/20/20 - 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



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

2026-27 Acknowledgment of Receipt and Review

Dear Adult Student or 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 Parent/Guardian (if student is under 18)

Signature of Student (if student is 18 or older)

Date: _____