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GENERAL INFORMATION

Welcome

Dear Students/Parents/Guardians

Welcome to the 2023 - 2024 school year! All staff extends the sincere hope that the school year will be rewarding and successful. The purpose of this handbook is to acquaint you with the policies, regulations, and procedures of Butte County Community School (BCCS).

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

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

School Mission Statement

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

School Address

500 Orient Street, Suite 105, Chico, CA 95928

School Telephone

(530) 879-7411

Dates to Remember

August 22, 2023 - First day of school
June 6, 2024- Last day of school

Daily Schedule

Elementary Schedule, Grades Kindergarten-Sixth
9:30- 2:15 pm Monday
8:30 am-2:35 pm Tuesday-Friday
Lunch –12:00-12:45 Daily

Secondary School Schedule, Grades Seventh-Twelfth
9:30 am-3:00 pm Mondays
9:00 am-3:00 pm Tuesday-Friday
Lunch-12:30-1:15 Daily
Off Campus lunch for 10th-12th grade students not on active expulsion ONLY.
Staff Directory

Butte County Community School       (530) 879-7411
Julie Skinner, Teacher        (530) 879-7411
Michael Long, Teacher         (530) 879-7411
Chris Chandler, Teacher       (530) 879-7411
Deanna Alexich, Teacher        (530) 879-7411
Dave Lewis, Intervention/RSP Teacher      (530) 879-7411
John Howlett, Literacy Coach, Intervention Teacher    (530) 879-7411
Tristan Caro, Transitional Specialist 1       (530) 879-7411
Lucas Bradbury, Community School Coordinator    (530) 879-7411
Mary Rios, Parent Liaison       (530) 879-7411
Sami Dodd, Instructional Paraprofessional      (530) 879-7411
TBD, Instructional Paraprofessional      (530) 879-7411
Megan Reddam, School Psychologist      (530) 879-7411
Teresa Noel, Senior Administrative Assistant     (530) 879-7411
Jennifer Childs, Principal       (530) 879-7411

Enrollment and Disenrollment

BCCS Student Enrollment Procedure
BCCS is designed to be a resource for Butte County serving those students that have been expelled and/or have been referred due to attendance or behavioral problems. BCCS also serves students who are homeless, on probation or parole, receive special education services, and who are not attending school. By law, the county board of education may enroll pupils into a county community school who are expelled from a school district, referred by a school district’s SARB, on probation, or referred by a school district at the request of their parent (Ed. Code 1981). Daily attendance and work completion are required for continued enrollment. If a student is struggling academically, a Student Study Team meeting will take place to determine additional supports. If a student is struggling with attending school daily, principal meetings will be scheduled with the student, parent/guardian, and teacher if possible. If attendance continues to be an area of concern and interventions are not working, the student will be referred to the North County Student Attendance Review Board (SARB). During this process, the student may be dropped and referred back to local district for enrollment.

School Placement
School district administration can contact BCCS through email at BCCS@BCOE.org to inquire about placement availability. Once availability is determined, the referring school will forward all expulsion, discipline, attendance, transcript and grade data so BCCS can prepare for the meeting. The BCCS Senior Administrative Assistant will set up a meeting for the referring school, family, student, and BCCS staff to meet. Parents will be directed to complete the online enrollment process and the parent data confirmation process, which are both completed online. A start date will be set after the meeting and completion of both the online enrollment and parent data confirmation processes.

Parents must complete the online enrollment process, as well as provide copies of the following items:
Copy of birth certificate
Copy of immunization records
These items may be uploaded during the online enrollment process, or sent to the school email, bccs@bcoe.org.

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

**Handbook Accessibility (print and web)**

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

**BEHAVIOR**

**School Rules, Discipline and Suspension**

**Classroom Level**

The teacher will provide three (3) redirections for students that are exhibiting minor behaviors before sending students to the office.

**Example Behaviors**

- Defiance
- Disrespect
- Disruption
- Inappropriate language
- Physical contact
- Property misuse
- Technology violation (inappropriate/authorized use/location)

**Staff Response**

Staff will address the behavior using the following classroom management strategies:

- Redirect, do not give energy
- Increase physical proximity
- Change seating
- Positive practice: multiple opportunities to practice
- Increase acknowledgment for on-task behavior
- Peer/small group opportunity
- Academic support by teacher or aide
- Individual student check-in
- Review CICO form
- Assign student a task that includes a short movement break
- Movement break
- Use classroom Reset Space to re-group and fix behavior

**Level 1-Hall Pass**

A Hall Pass is used proactively for breaks to redirect student behavior. The student is sent to the Serenity Room. A yellow hall pass must be in student’s possession in order to enter the Serenity Room.

**Staff Response**

1st Response:

1) Reset:
• When a student just needs to take some time (to calm down, stop crying), the teacher writes in time and expected return.
• Not in trouble just needs some time.

2) Working Time Away:
• When a student needs a quiet place to work (too noisy, personal reason, overly active, avoid being triggered).
• Student brings something completely independent to work on in a quieter space.

2nd Response:
• The student may be sent to the Serenity Room.
• If the student continues to exhibit challenging behaviors, the teacher/staff can refer students to the Serenity Room up to three (3) times in a day.

Level 2 – Minor Violations - Minor ODR

Example Behaviors
• Defiance
• Disrespect
• Disruption
• Inappropriate Language
• Physical Contact
• Property Misuse
• Noncompliance
• Refusal to Work
• Technology Violation (inappropriate/unauthorized use/location)

Staff Response
• The teacher will provide three (3) redirections for students that are exhibiting minor behaviors (use classroom strategies listed on BCCS Progressive Discipline Chart), if unsuccessful teacher will issue a Minor ODR.
• The teacher/staff will complete a Minor ODR.
• The teacher or involved staff will determine complete outcome and provide consequences for the minor behavior. Consequences are given by the teacher.

*If the behavior occurs a third time, the student will go to the office with a Major ODR.

Level 3 – Major Violations - Major ODR
If the behavior occurs a third time, the student will go to the office with a major ODR. Referring staff completes the Major ODR and sends student to Principal. The Principal conferences with student and completes a behavior contract or appropriate disciplinary action. The Principal will follow restorative practices for classroom reentry. The Principal will enter ODR into Aeries.

Example Behaviors
• Abusive language/profanity
• Bullying
• Defiance/non-compliance
- Disrespect/disruption
- Gang affiliation display
- Harassment: identify (gender, ethnicity, sexual, race, religion, disability, physical)
- Physical aggression/fighting
- Forgery/theft/plagiarism
- Skipping class
- Technology violation: inappropriate websites, illicit pictures or graphic content, violation BCOE policies
- Use/possession: identify (alcohol, combustibles, drugs, tobacco, weapons)
- Intentional destruction of school property, including graffiti or tagging
- False activation of fire alarm
- Threatening to cause physical injury with a weapon (pencil)

**Staff Response**

- When student’s minor behavior continues and constitutes a major referral, the student is sent to the office with a Major ODR.
- If the student’s behavior constitutes an immediate Major ODR, the student will go to the office with a Major ODR filled out and the Principal will determine a reasonable consequence. The student may or may not return to class. The Principal (or designee) will check in with teacher/staff to determine reentry process. The Principal (or designee) will walk the student back to class.
- If the student’s behavior indicates that they may struggle with self-control in a social or classroom environment, the student will be given independent assignments in a select location (such as an office).
- Student is required to complete a work assignment/focus activity and may be assigned a logical consequence (apology of action, restitution, loss of privilege).

**Administrator Response When Suspension is Necessary**

- Suspension for remainder of the day
- Suspension for the remainder of the day and the following day and a parent conference
- Suspension for the remainder of the day and the following two days, referral to an SST meeting

**Level 4 – Major ODR for Illegal Violations: In House or At-home Suspension**

If the student’s behavior constitutes an immediate Major ODR, the student will go to the office with a Major ODR filled out. The Principal will complete suspension paperwork and turn into clerical staff to enter into Aeries.

**Example Behaviors**

- Theft
- Possession of drugs and/or paraphernalia (call PD for drugs)
- Extreme property damage/vandalism/property destruction (call PD)
- Under the influence
- Harassment (ongoing; creates a hostile environment related to racial status, sexual orientation, gender, religion, or ethnicity)
- Threats of violence (harassment)
- Bullying or cyber bullying
- Fighting
- Spitting/bodily fluids on others (aggression)
- Drug sale
- Weapon use/possession
- Arson
- Bomb threat/Terrorist threat
- Explosives/firearms/brandishing a knife
  - (3.5", locking/fixed/razor)
- Sexual Assault/Battery

Staff Response
Staff will complete the following:
- Student receives a home suspension for 1 to 5 days; submit documentation to probation as needed.
- Contact law enforcement for drugs, serious property destruction, or illegal behavior. Admin discretion
- Student may be required to have a meeting with other people involved for conflict resolution, and/or to repair the situation.

1) 1 Day Home or School Suspension (elementary only):
- Under the influence
- Harassment (ongoing; creates a hostile environment related to racial status, sexual orientation, gender, religion, or ethnicity)
- Threats of violence (harassment)
- Bullying or cyber bullying
- Fighting
- Spitting/bodily fluids on others (aggression)
- Drug possession

2) Mandatory Home Suspension:
- Drug sale
- Weapon use/possession
- Arson
- Bomb threat/Terrorist threat
- Explosives/firearms/brandishing a knife
  - (3.5", locking/fixed/razor)
- Sexual Assault/Battery

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

2) For unsafe behavior involving others:
   - First Offense: 1 full day suspension and parent contact
   - Second Offense: Send home and 2-day suspension with parent meeting
   - Third Offense: Send home, 2-day suspension, parent meeting, and referral to SST.

3) A teacher may suspend any student from his or her class for the day of, and the day following, any of acts enumerated in Ed Code Section 48900
4) The Superintendent or Principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5

Student Conduct

The County Superintendent believes that all students have the right to a public education in a positive environment free from disruptions which interfere with teaching and learning activities. 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.

Student Expectations

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

Dress and Grooming

Butte County Community School will be implementing a dress code during the 2023-2024 school year. Students in grades 7th-12th grades may only wear solid black or solid gray t-shirts and/or hoodies, solid colored pants. No blue or red clothing or accessories are permitted. Butte County Community School assumes that parents will use good judgment with regard to appropriate school clothes. Students are expected to dress neat and acceptable; midriffs and undergarments are to be covered at all times. Pants and shorts must be sized appropriately, including waist and length and no undergarments will be exposed. Pants must be worn at the waist at all times. No “gang-related apparel” including gang-affiliated clothing, sagging clothes, skull caps, do-rags and hairnets that may threaten the health and safety of the school may be worn or displayed on the school campus. Any apparel which displays, refers to or promotes the use of alcohol and/or drugs and/or commercial tobacco use may not be worn or displayed on the school campus or during a school sponsored event or function.

Care of School Materials and Repayment

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

**Misuse of Materials and Technology**

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

**Student Cell Phones and Personal Items**

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

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

**Sexual Harassment**

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

**Instruction/Information**

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

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

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

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

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

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

**Disciplinary Measures**

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

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

**ACADEMICS**

**Academic Guidance, Policies, Grades and Repeating Classes**

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

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

**Grading**

<table>
<thead>
<tr>
<th>Transitional Kindergarten – Third Grade</th>
<th>Fourth Grade- Twelfth Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>O-Outstanding</td>
<td>95-100% = A</td>
</tr>
<tr>
<td>G- Good</td>
<td>87% -89% = B+</td>
</tr>
<tr>
<td>S-Satisfactory</td>
<td>80% to 82% = B-</td>
</tr>
<tr>
<td>N-Needs Improvement</td>
<td>73% to 76% = C</td>
</tr>
<tr>
<td></td>
<td>90%-94% = A-</td>
</tr>
<tr>
<td></td>
<td>83% to 86% = B</td>
</tr>
<tr>
<td></td>
<td>77% to 79% = C+</td>
</tr>
<tr>
<td></td>
<td>70% to 72% = C-</td>
</tr>
<tr>
<td>U-Unsatisfactory</td>
<td>67% to 69% = D+</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>60% to 62% = D-</td>
</tr>
</tbody>
</table>

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

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

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

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall arrange a conference with the student's parent/guardian or send the parent/guardian a written report. An Incomplete (I) is given only when a student’s work is not finished because of illness or other excused absence. If not made up within one (1) week, the Incomplete will become an F. No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond their control, does not wear standardized physical education apparel.

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

**Core and Elective Courses**

**English (Grade 9)**
This course nurtures students' understanding and appreciation of literature through the emphasis on reading, analysis and interpretation. Students will read excerpts covering several genres: the short story, non-fiction, poetry, dramatic literature, and the epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

**English (Grade 10)**
This course nurtures students' understanding and appreciation of literature through the emphasis on reading, analysis and interpretation. Students will read excerpts covering several genres: the short story, non-fiction, poetry, dramatic literature, and the epic. Students practice effective communication skills through discussions and presentations. Students will gain skills necessary for competent writing and
reading by focusing on the mechanics of language, vocabulary development and directed reading and writing. They will complete a variety of writing activities, including narrative, expository, persuasive, informational, and descriptive writing that demonstrates research, organization, and drafting strategies.

**English (Grade 11)**
This is a core English class for students taking their third year of English in high school. This is an American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning and thought.

**English (Grade 12)**
This is a core English class for students taking their fourth year of English in high school. This is an American Literature Course focusing on authors with American backgrounds or authors writing about their perception of America. This course is standards aligned and includes skill development in writing, reading, and language. This course uses contemporary as well as classical writings to understand colloquial language, reasoning and thought.

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

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

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

**Algebra 1 (Grades 8-12)**
Algebra 1 is a yearlong comprehensive Algebra course which covers all California State Standards for Algebra with special attention focused on frequently recurring standards found in the California Common Core State Standards. Instructors use a variety of instructional methodologies to introduce and reinforce Algebra concepts including vocabulary review and clarification, warm up exercises, and student practice exercises.

**Business Math (Grades 9-12)**
Math with Business Applications is a comprehensive course that covers all the skills students need to manage their personal finances and excel at their first job and in everyday life. The course is presented in three-parts that takes students from basic math concepts to sophisticated financial strategies. Part
one, Basic Math Skills reviews fundamental math operations, Part two, Personal Finance teaches money management skills, and Part three, Business Math provides a thorough primer on higher level math applications as they are applied to launching and running a business. California State Standards in Algebra 1 are embedded throughout the course.

**Geometry (Grades 9-12)**
Geometry is a yearlong comprehensive course which covers all 22 California State Standards for Geometry with special attention focused on concepts and standards addressed in the California Common Core State Standards. Instructors use a variety of instructional methodologies to introduce, teach, and reinforce geometry concepts, including, but not limited to, direct instruction, cooperative learning and exploration, guided discovery, vocabulary development, and use of technology.

**World History (Grade 10)**
The instructional structure presents a clear and comprehensive coverage of world history. The course is designed to cover important events that have shaped the modern world, from the late 1700s to the present. It encourages active reading and learning for students of all reading levels. It allows students the chance to grasp the California standards using a variety of activities and resources. It provides understanding and the opportunity for interpretation of all views of important events in history. It is directly aligned with the California standards framework.

**US History (Grade 11)**
This course starts with the events that bring forth the enlightened ideals that become the U.S. Constitution and the story of the people who were born and journeyed to live under this evolving contract. It further reviews the tests on the federal government during the expansion of the country and The Civil War. It reviews the actions toward the Native peoples and Immigrants, and the results of industrialization and isolationism. The course continues through two world wars and The Great Depression. It tracks the serious nature of the nuclear age and the Cold War, and moves through the current technological revolution and all realities that it created.

**Economics (Grade 12)**
The course structure presents a comprehensive coverage of basic, economic concepts. It is designed thematically to cover macroeconomic principles and systems and the many current and relevant microeconomic issues. Students will analyze, interpret and practice with a variety of economic principles throughout the course. This course allows students to understand the California standards using a variety of activities and resources. It is directly aligned with the California Standards Framework.

**Government and Civics (Grade 12)**
This semester long course covers the principles and origins of American Government with concentration on all three branches of government, state, and local governments and differences on other types of governments. The course is based on California State Standards and incorporates various activities and instruction to various student learning styles and abilities.

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

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

**Health (Grade 9-12)**
Students enrolled in Health will be exposed to many aspects necessary to lead a healthy life. Students will: (1) understand how to enhance and maintain their health and well-being; (2) understand behaviors that prevent disease and speed illness recovery; (3) understand behaviors to reduce risk of becoming involved in potentially dangerous situations; (4) understand how to take a positive, active role in promoting the health of their families; (5) understand how to promote positive health practices within the school and community including how to cultivate positive relationships with their peers; (6) understand the variety of physical, mental, emotional and social changes that occur throughout life; (7) understand and accept individual differences in growth and development; (8) understand their developing sexuality and (9) identify information and products and services that may be helpful or harmful to their health.

**Fundamentals of Art (Grades 9-12)**
Visual Art is a survey course which emphasizes the development of artistic perceptual skills, visual arts vocabulary, creative expression and communication through original works of art. The historical/cultural role and development of visual arts is also presented. Visual Art integrates lessons in Perception, Creative Expression, Historical and Cultural Heritage, and Evaluation to form a comprehensive approach to art that helps every student - regardless of their learning style - think more creatively, make better decisions, even learn the art of self-discipline.

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

**ELECTIVE SUBJECTS**

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

**Comprehensive English**
This course is designed to build upon the students’ prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing. The course introduces students to various genres of literature through writing exercises often linked to the reading selections. Students learn literary analysis skills. They also learn to write persuasive, critical, and creative multi-paragraph thematic essays and compositions. In upper-level courses, students write essays and learn the techniques of writing research papers.

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

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

**Language Structure**
This course covers traditional grammar, transformational grammar and the mechanics in oral and written expression. The course may also include material on the history and development of language.

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

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

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

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

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

**Law**
Students gain a practical understanding of the law and the legal system developed under the United States Constitution and Bill of Rights. They become aware of the current issues and controversies relating to law and the legal system and the mechanisms created to deal with new problems and inequities. Students are encouraged to participate as citizens in the legal system. The course includes a study of concepts underlying the law, as well as an introduction to the origin and development of our legal system, including civil and criminal law.

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

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

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

**Keyboarding (Typing)**
This instructional program prepares individuals to operate an electronic typewriter or computer keyboard by using the touch system, set tabs and margins, adjust spacing, center text and format simple letters and reports.
Homework, Make-up Work, Extra Credit

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

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

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

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

Students shall be eligible for graduation and participation in commencement ceremony from the Butte County Office of Education who meet one of the following criteria:
1) A high school diploma;
2) A certificate of completion; or
3) A certificate of attendance.

**Graduation Course Requirements**
The County Superintendent may grant a high school diploma to Butte County Community School students, who, while in grades 9 to 12, inclusive, have completed at least the following number of courses and credits listed on the chart of Standards of Proficiencies in Basic Skills:

**Standards of Proficiency in Basic Skills**

<table>
<thead>
<tr>
<th>Prescribed Course of Study</th>
<th>Butte County Community School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area</td>
<td>Year Credits</td>
</tr>
<tr>
<td>English 9</td>
<td>10</td>
</tr>
<tr>
<td>English 10</td>
<td>10</td>
</tr>
<tr>
<td>English 11</td>
<td>10</td>
</tr>
<tr>
<td>English 12</td>
<td>10</td>
</tr>
<tr>
<td>*Math</td>
<td>20</td>
</tr>
<tr>
<td>Fine Arts or Foreign Language</td>
<td>10</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
</tr>
<tr>
<td>US History</td>
<td>10</td>
</tr>
<tr>
<td>US Government</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
</tr>
<tr>
<td>PE</td>
<td>20</td>
</tr>
<tr>
<td>Electives</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
</tr>
</tbody>
</table>
* Pupil must meet or exceed 10 credits of coursework that meets or exceeds the academic content standards for Algebra I in any of grades 7 to 12. Regardless of when the Algebra I content standards requirement is met, students must earn 20 credits in mathematics during grades 9-12.

**8th Grade Promotion:**
All exiting students have the opportunity to participate in BCCS Social Promotion if they meet the following criteria:
- Passing currently enrolled courses
- Do not have a suspension during the last month of the school year.
- Have an overall attendance rate of 80% or higher for their 8th-grade year or have improved attendance during the 4th quarter and maintained perfect attendance for the month of May.

**State and Local Assessments**

**Statewide Testing Notification**
California students take several mandated statewide tests. These tests provide parents/guardians, teachers, and educators with information about how well students are learning and becoming college and career ready. The test results may be used for local, state, and federal accountability purposes. The California Assessment of Student Performance and Progress (CAASPP) tests consist of the following:

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

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

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

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

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

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

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

**STUDENT HEALTH AND SUPPORTS**

**Guidance and Counseling Programs**
Parent/guardian can submit paperwork for counseling with partnering agencies, Northern Valley Indian Health, Victor and Northern Valley Catholic Social Services. Families wanting additional support may contact the office to receive referral to Care Solace.

**Medical and Medication**

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

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

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

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

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

Comprehensive Sexual Health & HIV/AIDS Instruction

Each year, schools are required to offer a course of study on Sexual Health at least once in middle school grades 7-8 and at least once in high school grades 9-12. Sexual Health Education instruction content must meet the requirements of Education Code section 51933. Parents/guardians have the right to be informed, in writing of comprehensive sexual health education and HIV prevention education and research on student health behaviors planned for the coming year. The written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection.

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

Parents/guardians have a right to request in writing that your student be excused from all or part of any comprehensive sexual health education, HIV prevention education or assessments related to that education. If a school receives a written request from the parent or guardian excusing a student from this instruction, the student may not be subject to disciplinary action, academic penalty or other sanction and an alternative educational activity must be made available to the student. This notice does not apply to human reproductive organs which may appear in physiology, biology, zoology, general science, personal hygiene, or health textbooks, adopted pursuant to law. [Note: if arrangements for this instruction are made after the beginning of the school year, notice shall be made by mail or another commonly used method of notification, no fewer than 14 days before the instruction.] (Ed. Code §§ 51938(c) and 51939.)

Married, Pregnant, and Parenting Students

BCCS shall be required to provide the reasonable accommodations specified only if there is at least one lactating pupil on the school campus.

In the event a pupil enrolls at BCCS who is lactating, all accommodations listed below will be provided.

• Access to a private and secure room, other than a restroom, to express breast milk or breast-feed an infant child.
• Permission to bring onto a school campus a breast pump and any other equipment used to express breast milk.
• Access to a power source for a breast pump or any other equipment used to express breast milk.
• Access to a place to store expressed breast milk safely.
• A lactating pupil shall be provided a reasonable amount of time to accommodate her need to express breast milk or breast-feed an infant child.
• Only school sites with at least one lactating pupil shall provide the reasonable accommodations specified above. A school subject to this may use an existing facility to meet the requirements.
• A pupil shall not incur an academic penalty as a result of her use, during the school day, of the reasonable accommodations specified in this section, and shall be provided the opportunity to make up any work missed due to such use. (EC Section 222(a)(e)).

Food Services
Breakfast and Lunch will be free to all students. Butte County Community School includes nutrition education in their health curriculum.

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

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

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

School staff will reinforce the prohibitions of non-nutritious foods and beverages, specifically energy drinks and sodas, at school using our progressive school discipline policy. If a student arrives at school with one of these items:

1st offense: the item will be confiscated and placed in the office. The item will be given to student to take home at the end of the school day

2nd offense: the item will be confiscated and placed in the office, the item will be returned only to the parent/guardian at the end of the school day

3rd offense: Conference with parent and student

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

Suicide Prevention
School sites shall make information available to parents and caregivers about:
1) the prevalence of suicide and suicide attempts among youth;
2) the risk factors, warning signs of suicide and protective factors;
3) how to respond when they recognize their student or another youth is at risk; and
4) where to turn for help in the community.

SAFETY

Data and Student Privacy

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

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

Emergency Procedures

Butte County Office of Education is committed to providing safe, secure and nurturing environments for students, families and employees. BCOE last revised its Comprehensive Safe School Plan for all BCOE schools/programs in 2022 2023 and is currently in process of updating this plan by the BCOE Director of Emergency Response and Preparedness. The plan includes the status of its school safety plan, including a description of its elements, in the annual school accountability report card prepared pursuant to Education Code Sections 33126 and 35256.

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

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

Comprehensive School Safety Plan

All BCOE schools have in place a “Comprehensive Safe School Plan” for school safety, which is available for review by parents and students at the school site. Additionally, all BCOE schools report on the status of the school safety plan, including a description of its key elements in the annual School Accountability Report Card. “School Safety Plans” are to be implemented throughout the year and are to be reviewed by all school site councils by March of each school year. A copy of the 2023-2024 Butte County Community School Comprehensive School Safety Plan is available for review at the school office.

Site Safety Procedure

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

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

Volunteers and Visitors

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

Field Trips and Transportation of Students

BCCS and BCOE recognize that field trips are important components in the instructional program. Field trips that are properly planned and implemented can:
1) supplement and enrich classroom procedures by providing learning experiences in an environment outside the classroom.
2) stimulate new interests among students.
3) help students relate classroom experiences to the reality of the outside world.
4) bring all the resources of the community within the scope of a student’s learning experience.

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

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

**Student Injuries**

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

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

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

**Annual School Climate Survey**

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

The School Climate Survey: Grades 3-5 is an anonymous survey used to identify school climate issues within the school. Parents will be notified in writing prior to administration of the survey and must sign a release allowing the student to participate in the survey.

**ENGAGEMENT**

**Communication, Conferences and Staff Accessibility**

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

**Parent-Community Engagement Opportunities**

There are multiple events scheduled throughout the year in which parents and community members are encouraged to participate. Parents will be notified of upcoming events via phone, email and website postings.
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 through the school year. School site administration and staff collaborate to identify the areas of need most relevant to the individual school.

ATTENDANCE

Pupil Attendance and Absences

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

Late Arrival and Early Departure Instructions

If a student arrives after 8:30, they must come to the front desk to receive a tardy slip. Office staff will complete a tardy slip, log student’s name on tardy log and take student’s lunch order for the day. Student will report to class with tardy slip.

Truancy

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

Tardies-Lunch Detention

If a student is tardy by over 30 minutes, they will be placed on lunch detention that same day. Student will take their lunch to a designated area to consume and will be expected to work on class assignments. Student should report to the designated area after receiving lunch in cafeteria.

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

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

Any pupil and parent or guardian of a pupil may refer a student for mental health services by contacting the school administrative office. A school counselor and/or school psychologist can also provide
information about other options to access mental health services within the community. To access mental health services within the community, please contact the Butte County Department of Behavioral Health or other mental health agency. Please see the school’s website and scroll to the bottom and click on AB2022.
BCOE Local Services Guide

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

California Children’s Services

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

Medical Therapy Programs

Little Chico Creek Elementary School
2090 Amanda Way
Chico, CA 95928
(530) 552-3835

Sierra Del Oro Elementary School
2900 Wyandotte Avenue
Oroville, CA 95966
(530) 552-3835

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

African American Family and Cultural Center

3300 Spencer Avenue, Oroville, CA 95966

Each One Teach One Youth Group – Daily opportunity for students to receive homework help, promotes self-esteem and social skills Monday-Thursday from 3-5:00 PM. A van that seats 8 students picks up students at Ishi, Central, Wyandotte, and Stanford for 2 hours of school activities and learning (homework help). Afterschool hip hop dance is on Fridays only from 3-5:00 PM. Funding is through MHSA that teaches about mental health and awareness which is promoted on a regular basis (prevention/early intervention). There is also a free community garden across from Wyandotte Academy. Healthy Mind/Healthy Bodies, ages 0-5 play date which is the first Monday of each month from 10-11:00 AM (this program is for parents and children).

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. Crisis Center (walk-in center) 560 Cohasset Road, STE 180 - Open 6 AM-11 PM daily.

ACCESS line (800) 334-6622

Local Crisis Intervention Line 24/7: (530) 891-2810

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

Butte County Behavioral Health: (530) 846-7305
995 Spruce Street, Gridley, CA 95948

Paradise Adult Services: Adult(530) 877-5845
7200 Skyway, Paradise, CA 95969
6328 Youth (530) 872-

Adult Inpatient Psychiatric Health Facility: (530) 891-2775
592 Rio Lindo Avenue, Chico, CA 95926
Psychiatric Health Facility for individuals on 72-hour hold

Chico Adult Services: (530) 891-2784
Takes anyone over 18
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. Recovery oriented activities and services include peer and staff-led groups and activities, peer support, WRAP classes and groups, socialization, and computer lab.

California State University, Chico Counseling Training Center
Free counseling provided by CSU, Chico Graduate students specifically in the Marriage & Family Therapy program.

WellCat Counseling Center (530) 898-6345
Offers both individual counseling & group therapy sessions for CSU students currently enrolled in classes. Also provides counseling by licensed professionals (MFTs, LCSW, and psychologists) as well as graduate students in the MFT and CSW graduate programs.

California State University Chico Counseling Training Clinic: (530) 898-5149
The Training Clinic is run by MFT Graduate students. We offer services to students, faculty and non-students 18+ years of age (unless attending family therapy). We are open Mon-Fri 8am-8pm during academic semesters. We are closed all university breaks and observed holidays.

Crisis Counseling available 24 hours a day/7 days a week: (530) 898-6345

Catalyst Domestic Violence Services
Domestic, family, and relationship violence prevention and education, crisis help, shelter, safety planning, and counseling.

24 Hour Hotline (800) 895-8476

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

Catalyst – Chico Business Office (530) 343-7711

Feather River Tribal Health
Provides 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 – Center for Helping

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)

Low-cost or free counseling and support services to individuals and families. Healthy Families Butte (caters to new and expecting parents), TAPP (teenage parenting program), Disaster Case Management (support with natural disasters), and Promotores (supports Latino & Hmong families in Butte County with mental health and well-being).

NVCSS Chico (530) 345-1600
10 Independence Circle, Chico, CA 95973

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

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

Emergency help for sexual assault, counseling, and support groups.

Crisis Line (530) 342-7273
Office (530) 891-1331
2889 Cohasset Road #2, Chico, CA 95973

Shalom Free Clinic

Free walk-in clinic and food pantry for all children, teens, and adults. 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.

Shalom Free Clinic (530) 342-2445
1010 Mangrove Avenue, Suite D, Chico, CA 95928
General healthcare every Sunday from 1:00-4:00 PM
Mental healthcare every Sunday from 1:00 PM-4:00 PM
Alternative healthcare Wednesdays 5:00-7:00 PM

**Stonewall Alliance Center**

Outreach to LGBTQ+ youth and young adults to provide information, education, and support in prevention of suicide and suicide risk. Low to no-cost LGBTQ+ centered counseling, free social and support groups, and free confidential HIV and hepatitis C testing.

**Stonewall Alliance**
358 East 6th Street, Chico, CA 95928
(530) 893-3336

**Victor Community Support Services**

Provides specialty mental health services to youth and families all over Butte County.

**Victor**
1360 East Lassen Avenue, Chico, CA 95973
(530) 267-1700

**Youth for Change**

Counseling services for children and adolescents.

**Youth for Change**
260 Cohasset Road, Suite 120, Chico, CA 95926
(530) 894-5933

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**FAMILY RESOURCES**

**The Axiom**

The Axiom is a youth center in downtown Oroville focused on caring for and equipping our students in every area necessary for them to grow into adulthood. If you are in 6th through 12th grades and want to hang out at Axiom, come by for a visit, we’re in the heart of Downtown Oroville. Hours: Mon-Fri 3-6 PM Saturday & Sunday: Closed

**The Axiom**
1420 Myers Street, Oroville, CA 95965
(530) 533-8010

**Boys and Girls Club of the North Valley**

Out of school time programs designed to provide comprehensive youth development services, activities and programs for youth in Northern California.

**Chico Clubhouse**
601 Wall Street, Chico, CA 95928
(530) 899-0335

**Chico Teen Center**
(530) 879-5653
Las Plumas Teen Center  
2380 Las Plumas Avenue, Oroville, CA 95966  
(530) 538-2310 ext. 1019

Oroville High School  
1876 Bridge Street, Oroville, CA 95966  
(530) 538-2320 ext. 3016

Butte Community College

Main Campus  
3536 Butte Campus Drive, Oroville, CA 95965  
(530) 895-2511

Chico Center  
2320 Forest Avenue, Chico, CA 95928  
(530) 895-1352

Butte-Glenn 211

Butte-Glenn 211 provides information and referral for people of all ages in Butte and Glenn counties (free and low-cost services available in the community). There are no geographic restrictions.

Butte Glenn 211  
www.helpcentral.org

Butte County Department of Employment and Social Services (DESS)

DESS Chico  
765 East Avenue, Chico, CA 95926  
(530) 895-4364

DESS Oroville  
78 Table Mountain Blvd, Oroville, CA 95965  
(530) 538-7711

Adult & Children Protective Services  
(530) 552-6160

Adult Protective Services Reporting Line  
(800) 664-9774

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

Public Guardian  
(530) 552-6165

Butte County Library

Free access to books and computers.

Chico Library  
1108 Sherman Avenue, Chico, CA 95926  
(530) 552-5652

Butte County Library, Oroville Branch  
1820 Mitchell Avenue, Oroville, CA 95966  
(530) 552-5652
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 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**

Food stamp benefits for eligible families and people.

**CalFresh Information Line**  
(877) 847-3663  
Chico: 765 East Avenue, Chico, CA 95926  
Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

**CalWORKs – California Work Opportunities and Responsibility to Kids**

Temporary financial assistance and employment-related services to needy families with minor children.

**CalWORKs**  
(877) 410-8803  
Chico: 765 East Avenue, Suite 200, Chico, CA 95926  
Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

**California Low Cost Automobile Insurance Program**

Low cost auto insurance for qualifying California residents.

**Low Cost Auto Insurance**  
(866) 602-8861

**California State University, Chico**

**CSUC**  
(530) 898-4636  
400 W. 1st Street, Chico, CA 95929

**Center for Healthy Communities**
CalFresh outreach and nutrition education.

**Center for Healthy Communities**
(530) 898-5323
25 Main Street, #101, 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, Inc.**
Provides working computers for low income families and individuals.

**Computers for Classrooms**
(530) 895-4175
411 Otterson Drive, #100, Chico, CA 95928

**Facebook for Sale Groups**
Chico Needs: [https://www.facebook.com/groups/ChicoNeeds/](https://www.facebook.com/groups/ChicoNeeds/)
Chico Needs II: [https://www.facebook.com/groups/294345793953524/](https://www.facebook.com/groups/294345793953524/)
Butte County’s Virtual Yard Sale: [https://www.facebook.com/groups/105386366278218/](https://www.facebook.com/groups/105386366278218/)

**Family Resource Guide**
A resource guide to The BEST of Life in the North State.
[https://northstateparent.com/](https://northstateparent.com/)

**Freecycle Network**
Online network for free and donated items.
Chico: [https://groups.freecycle.org/group/ChicoCA/](https://groups.freecycle.org/group/ChicoCA/)
Oroville: [https://groups.freecycle.org/group/OrovilleCA/](https://groups.freecycle.org/group/OrovilleCA/)

**Help Me Grow Butte**
Helping young children and families connect to the support they need to grow and thrive. Help Me Grow Butte is a no-cost service available to families with children aged 0-5 that offers developmental screenings, connection to home visiting services, connection to local services including developmental and behavioral, and developmentally appropriate activities.

**Help Me Grow Butte**
(530) 552-3919
[https://www.helpmegrowbutte.org/](https://www.helpmegrowbutte.org/)

**National Parent Helpline**
Emotional support, listening, and referrals to parenting resources and support.

**Helpline**
(855) 427-2736
**Oroville Adult Education – Career & Technical Center**

Adult education school in Oroville.

**Oroville Adult Education**
2750 Mitchell Avenue, Oroville CA 95966

**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 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.

**South Chico Community Assistance Center**
1805 Park Avenue, Chico, CA 95928
Open Pantry food distribution every other Saturday from 2-4:00 PM

**Valley Oak Children’s Services**

Childcare referrals and programs for low-income families.

**Valley Oak**
3120 Cohasset Road, #6, Chico, CA 95973

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**Health and Wellness**

**Addus Home Health Services**

Skilled nursing, home rehabilitation, attendant registry for In-Home-Supportive Services recipients.

**Addus HomeCare**
196 Cohasset Road, Suite 270 Chico, CA 95926

**Ampla Health**

Comprehensive medical and dental services, accepts Medi-Cal.

**Chico**
680 Cohasset Road, Chico, CA 95926

**Chico Dental**
236 West East Avenue, Suite H, Chico, CA 95926

**Oroville**
(530) 538-5350

**South Chico Community Assistance Center**
(530) 332-8162

**Valley Oak Children’s Services**
(530) 895-3572

**Addus Home Health Services**
(530) 566-0405

**Ampla Health**
(530) 342-4395

**Chico Dental**
(530) 342-6065

**Oroville**
(530) 534-7500
2800 Lincoln Street, Oroville, CA 95966

Gridley
520 Kentucky Street, Gridley, CA 95948

Butte County Public Health
Free family planning services, immunizations, confidential testing, and health education services.

Chico Clinic
695 Oleander Avenue, Chico, CA 95926

Oroville Clinic
202 Mira Loma Drive, Oroville, CA 95965

Butte Home Health and Hospice
Home healthcare & hospice services

Butte Home Health and Hospice
10 Constitution Drive, Chico, CA 95973

Caring for Women Pregnancy
Free pregnancy tests, education, parenting classes, and resources (diapers, wipes, etc.).

Caring for Women - Pregnancy & Resource Center
2362 Lincoln Street, Oroville, CA 95966

Enrollment Center - UHSM (United Health Share Ministries)
Alternative to traditional health insurance.

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

Hospital
1531 Esplanade, Chico, CA 95926

Enloe Prompt at California Park
Immediate medical services not requiring emergency care.

California Park
888 Lakeside Village Commons, #A, Chico, CA 95928

Rapid Care: Adventist Health
Medical Clinic in Paradise.
Health Center
5125 Skyway, Suite D, Paradise, CA 95969

Adventist Health
Home health care service in Paradise.

Paradise
6626 Clark Road, Suite P, Paradise, CA 95969

Feather River Tribal Health
Health and wellness services for families.

FRTH
2145 5th Avenue, Oroville, CA 95965

Kiwanis Family House – Temporary Support for Families in Medical Crisis
2875 50th Street, Sacramento, CA 95817

Kiwanis Family House (916) 736-0116
Patients and their families often travel long distances to receive treatment at UC Davis Medical Center and UC Davis Children’s Hospital. The Kiwanis Family House located on UC Davis Medical Center grounds offers inexpensive family accommodations with individual bedrooms, kitchen facilities, bathrooms, laundry, and hook-ups for recreational vehicles. Residency is determined by the Department of Clinical Social Services and is by referral only.

Leukemia and Lymphoma Society
Free blood cancer information, education, and support for patients, survivors, families, and healthcare professionals.

Leukemia and Lymphoma Society (916) 929-4720
2443 Fair Oaks Blvd, #1179, Sacramento, CA 95825

Medi-Cal

Chico (530) 879-3479
765 East Avenue, Suite 200, Chico, CA 95926

Oroville (877) 410-8803
78 Table Mountain Blvd., Oroville, CA 95965

Northern Valley Indian Health
Provides medical and dental services, all patients welcome.

NVIH (530) 896-9400
845 W. East Avenue, Chico, CA 95926

Chico Cohasset Dental and Women’s Health (530) 433-2500
500 Cohasset Road, Suite 15 Chico, CA 95926

**Children’s Health Center**
1515 Springfield Drive, Chico, CA 95928

**(530) 781-1440**

**Orchard Hospital**

24-hour acute care hospital.

**Hospital**
240 Spruce Street, Gridley, CA 95948

**(530) 846-9000**

**Oroville Hospital**

24-hour acute care hospital.

**Hospital**
2767 Olive Highway, Oroville, CA 95966

**(530) 533-8500**

**Peg Taylor Center**

Adult day health care services.

**Peg Taylor Center**
124 Parmac Road, Chico, CA 95926

**(530) 342-2345**

**Planned Parenthood – Chico Health Center**

Sexual and reproductive healthcare services for everyone.

**Planned Parenthood**
3100 Cohasset Road, Chico, CA 95973

**(530) 342-8367 (800) 230-7526**

**Chico Project S.A.V.E.**

Collects and redistributes quality recycled medical equipment and supplies free of charge.

**S.A.V.E.**
1100 Marauder Street (inside the Koret Building), Chico, CA 95973

**(530) 680-5974**

**Shalom Free Clinic**

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

**Shalom Free Clinic**
1010 Mangrove Avenue, Suite D, Chico, CA 95926

**(530) 342-2445**

**Shriners Ben Ali Shrine Center**

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 Hospital of Northern California**

(916) 920-4107

**(916) 453-2000**
Patient Referral Center  
(916) 453-2191  
2425 Stockton Boulevard, Sacramento, CA 95817  
http://www.facebook.com/ChicoShrineClub

Social Security Administration

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

Chico  
(800) 772-1213  
1370 E. Lassen Avenue, #150, Chico, CA 95973

Oroville  
(800) 772-1213  
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 Camp

Sports camp provided through Chico State for children with disabilities.

Ability First  
(530) 898-6373  
http://www.facebook.com/abilityfirstsports

ARC of Butte County

Services for individuals with disabilities, including respite care and support groups. Open 8 AM to 5 PM (closed 12-1 for lunch).

Chico  
(530) 891-5865  
2030 Park Avenue, Chico, CA 95928

Autism Lifespan
Networking and support for families of children with special needs.

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

**Brain Injury Coalition**
Resource information and support for individuals suffering from brain injuries.

**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**
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**
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**
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, Chico Center for Communication Disorders**
Speech and language services provided by graduate student clinicians.

**Center for Communication Disorders**
(530) 898-5871
400 W. First Street, Chico, CA 95929
Deaf and Disabled Telecommunications Program

Telecommunications Program
(800) 806-1191
http://ddtp.cpuc.ca.gov/

Disability Action Center

Free support and advocacy for individuals with special needs, including rental housing, referrals, assistive technology, and 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
(800) 776-5746

Do-It Leisure

Recreation for developmentally disabled individuals. Job and life skills support for adults with developmental disabilities.

Do-It Leisure
(530) 343-6055
80 Independence Circle, Suite 200, Chico, CA 95973

Easter Seals Superior California

Services for children and adults with disabilities.

Sacramento
(916) 485-6711
2033 Howe Avenue, Suite 160, Sacramento, CA 95825

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

Apartment building for people with developmental disabilities.

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

Home & Health Care Management

Assistance with caring for special needs individuals.

Home Health
(530) 343-0727
Meals on Wheels

Meal delivery to individuals with health concerns, disabilities or elderly. Delivering to Chico, Paradise, Durham, and Magalia.

Chico  
2836 Morseman Avenue, Chico, CA 95973  
(530) 343-9147

Office of Clients' Rights Advocacy (OCRA)

Free legal advocacy for clients of Far Northern Regional Services. Below are some helpful links from the website:

2. DRC’s Self-Advocacy Resources: https://www.disabilityrightsca.org/publications

Clients’ Rights Advocacy  
(800) 390-7032

Passages Caregiver Resource Center

Services and respite care for caregivers over the age of 65.

Passages  
25 Main Street, Chico, CA 95929  
(530) 898-5923

Rowell Family Empowerment

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

Rowell Family Empowerment  
3330 Churn Creek Road, Suite A-1, Redding, CA 96002  
(530) 226-5129

State Department of Rehabilitation

Assessment/job placement and training for disabled people.

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

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

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 69 years.

**Office**
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, marking & labeling, 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
80 Independence Circle, Chico, CA 95973

Housing

City of Chico Housing Office
Send email to cityhousing@chicoca.gov (530) 879-6300

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)
Low income apartment rentals and credit counseling.
Community Housing Improvement Program (530) 891-6931
1001 Willow Street, Chico, CA 95928

Oroville Housing 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
Homebuilding and home repair for families who qualify for the program.
Habitat for Humanity (530) 343-7423
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**
2039 Forest Avenue, Chico, CA 95928
(530) 895-4474

**Town of Paradise Housing Program**
Deferred, low-interest loans to eligible first-time home buyers or home owners who need repairs or rebuilds.

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

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**LEGAL SERVICES**

**Butte County Self Help and Referral Program (SHARP)**
Referral program for self-represented litigants.

**Chico**
1775 Concord Avenue, Chico, CA 95928
(530) 532-7024

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

**Butte County District Attorney Victim Assistance Bureau**
Assistance to victims of violent crimes, including compensation and counseling.

**Victim Witness**
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.

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

**Community Legal Information Center**
Free legal information and referrals.

**Community Legal Information Clinic**
25 Main Street, #102, Chico, CA 95928
(530) 898-4354

**Superior Court of California, County of Butte County**
[www.buttecourt.ca.gov](http://www.buttecourt.ca.gov)

**Butte County Courthouse**
(530) 532-7002
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 West Onstott Frontage Road, Yuba City, CA 95991

Butte County Adult Protective Services

Report abuse occurring in Butte County. Abuse of an elder or dependent adult includes physical abuse, self-neglect, neglect, financial abuse, abandonment, or abduction.

Adult Protective Services – Reporting Line (800) 664-9774
Catholic Ladies Relief Society – Chico Community Food Locker

Help with groceries, PG&E utility bill, bus tickets, co-payment for medications, and non-narcotic prescription needs. Also recommend St. Vincent de Paul @ (530) 680-7917 – leave message.

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 Blvd., Oroville, CA 95965

Father’s House Church Food Pantry

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

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

Jesus Center

Sabbath House now offers a 58-bed recovery focused shelter for adult men and a separate shelter for adult women. Services provided while in shelter include meals, showers, case management, pathways classes, and a vocational training program. If interested in shelter, call (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

Oroville Hope Center

We provide food, clothing, and resources to our most vulnerable community members and assist with meals every morning around 10:00 AM as well as clothing and hygiene products.

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

Oroville Rescue Mission

Free meals and shelter for homeless individuals in the Oroville area.

Administrative Office (530) 533-9120
2150 Bird Street, Oroville, CA 95965

Men’s Shelter – 4250 Lincoln Blvd., Oroville, CA 95966  (530) 534-9541
Women’s Shelter – 4250 Lincoln Blvd., Oroville, CA 95966  (530) 533-0351

**Oroville Rescue Mission Resource Center**

The resource center helps with obtaining a drivers license, applications for housing, and helps with Social Security, etc.

**Resource Center**  (530) 521-2202

**Salvation Army**

Short-term assistance with basic needs and supplies. Food distribution once a week on Tuesdays from 2:00-4:00 PM. There is a children’s choir for ages 6-17 (dinner is provided) on Thursdays 5-6:30 PM. On Thursdays from 6:30-7:30 PM there are music lessons for ages 10-17. Sunday church service at 9:30 AM for children and 10:30 AM is the worship service.

**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

**Torres Community Shelter**

Temporary housing and services for homeless men, women, and children. Walk-in time is between 2:00 PM and 6:00 PM (serving men and women at this specific location). Offers breakfast, lunch, dinner, showers, laundry services, and case management. Families need to call ahead due to waitlist at the Aurora House.

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

**Aurora House**  (530) 891-9048
Separate location for families (currently a waitlist)

**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. Cancer information and education specialists. 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. Maximum grant for car repair is $150 twice a year.

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.

www.angelflightwest.org (888) 426-2643

Butte Regional Transit

Daily bus services and ADA para-transit services for those who qualify.

Toll Free (800) 822-8145
B-Line (530) 342-0221
325 Huss Drive, Suite 150, Chico, CA 95928
www.blinetransit.com

Adventist Health Home Care & Hospice Yuba City

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

Adventist Health Home Care & Hospice Yuba City (530) 673-7100
1007 Live Oak Boulevard, Suite B3, Yuba City, CA 95991 FAX: 673-7886

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
California Health and Wellness (866) 842-0631

Shriners Hospital for Children
Free van transportation program for patients of Shriners and their families only. Must give three days prior notice.

**Transportation Coordinator**

(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. If affiliated with Far Northern Regional Center, WTC can provide transportation.

**WTC**

(530) 343-7994

80 Independence Circle, Chico, CA 95973

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**TRANSITION SERVICES**

**Disability Benefits 101**

Many people with disabilities fear that if they go to work, they will 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 how you can make work part of your plan.

[ca.db101.org](http://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 or (800) 639-0597

Mail:

Genetically Handicapped Persons Program
Integrated Systems of Care Division
MS 4502
P.O. Box 997413
Sacramento, CA 95899-7413
Got Transition

Got Transition is the federally funded national resource center on healthcare transition. Its aim is to improve transition from pediatric to adult healthcare through the use of evidence-driven strategies for healthcare professionals, youth, young adults, and their families.

www.gottransition.org

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

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
1161 East Avenue, Chico, CA 95926
actionctr.org

Office of Disability Employment Policy (ODEP)

Promoting policies and coordinating 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
1-866-ODEP-DOL or by email: odep@dol.gov.

When You’re 18 You Are in Charge of Your Health

FARMERS’ MARKETS

Oroville Chico Paradise Farmers’ Markets

Chico Certified Farmers Markets (CCFM) (530) 893-FARM
PO Box 455, Chico, CA 95927 (530) 893-3276
chicofarmersmarket.com

CHICO:

Chico Wednesday North Valley Plaza Certified Farmers’ Market
7:30 AM to 12:00 PM, year-round, rain or shine. Pillsbury Road adjacent to Trader Joe’s

Chico Downtown Business Thursday Night Market
Every Thursday from 6:00 PM to 9:00 PM. April 27th to September 14, 2023. Broadway, 2nd to 5th Streets
Chico Saturday Certified Farmers’ Market
7:30 AM to 1:00 PM, year-round, rain or shine. 2nd and Wall Streets (downtown Chico Municipal Parking Lot)

OROVILLE:
Wednesday Oroville Hospital Farmers’ Market
Every Wednesday, May through September, 9:00 AM to 2:00 PM. Dove’s Landing Parking Lot, Washington Street & Oro Dam Boulevard

Saturday Oroville Farmers’ Market
Every Saturday from 7:00 AM to 12:00 PM at the Oroville Convention Center Parking Lot starting in May 2023.

Farmers Market Mobile
Find the Farmers Market mobile at:
Magalia Community Park
13917 South Park Drive, Magalia, CA 95954 - Sundays, Noon until most of the food is gone.

Toni’s Restaurant, 11975 CA-70 Oroville, CA 95965, Saturdays 2-4PM

PARADISE:
Tuesday Chico Certified Farmers’ Market
8:30 AM to 1:00 PM. Opens June 2nd. Paradise Alliance Church, 6491 Clark Road

Volunteer Income Tax Assistance

Dorothy F. Johnson Center (CARD Center Location)
775 East 16th Street, Chico, CA 95928
Please call Community Action Agency to schedule an appointment (530) 712-2600

CARD Community Center
545 Vallombrosa Avenue, Chico, CA 95928
Please call Community Action Agency to schedule an appointment (530) 712-2600

CSU, Chico - Bell Memorial Union
400 West 1st Street, Room 312, Chico, CA 95929
Please call Community Action Agency to schedule an appointment (530) 712-2600

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

Starts taking tax appointments the last week of January until mid-April. Drop-off service.

**ADDITIONAL RESOURCE ASSISTANCE**

**Butte-Glenn 211**

Free and low-cost services available in the community
School Family Engagement Policy

Title I, Part A School-Level Parent and Family Engagement Policy 2023-24
Butte County Community School

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

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

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

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

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

Communication and Accessibility:

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

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

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

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

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Details about the annual meetings:
The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Details about the meetings:

Each spring, the School Advisory Committees (SSC/CAC/PAC) will agenda a topic to discuss a flexible meeting schedule with stakeholders for the following year. In addition, the school will:
- make every effort to schedule meetings at a variety of times to allow parents and family members opportunities to attend.
- provide childcare transportation, as funding allows, so parents may attend the meeting.
- hold the Title I Parent Meeting each fall at a convenient time for parents.
- notify parents in a format, where practical, a language they will understand.
- provide timely information in the following ways:
  - school website and/or social media
  - letters home, including email communication
  - in person meetings and other forms of two-way communication
- accommodate a request for a meeting with any staff member or school administrator working with their student.
Title I, Part A School-Level Parent and Family Engagement Policy 2023-24
Butte County Community School

- provide the opportunity for public comment at regularly scheduled school site council meetings.
- provide an annual LCAP Survey and stakeholder meetings.
- consider the various needs of stakeholders when sending communication or providing training, including needs resulting from disability, language and mobility barriers.

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

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

The school will engage families in the decision-making process in the following ways:
- recruit parents for open council positions by providing
  - an election process free of potential or perceived barriers that may preclude participation
  - training and ongoing support in council membership roles and responsibilities
- include adequate representation of parents and family members of participating students on advisory councils.
- elicit feedback from and share out with other advisory councils and stakeholder groups.

Information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy:
The school will provide information on curriculum, assessments and student progress in the following ways:
- in person meetings, including parent-teacher conferences
- parent education trainings/seminars
- written communication, including email
- Aeries Parent/Student Portal
- parent access to online curriculum

Building Capacity:
Per ESSA Section 1116(e)(1-4)], the school:

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

Meaningful interactions may include:
- community partnerships
- two-way communication
- remote or virtual access to allow parents/stakeholders to participate from any location
- site parent liaison support, as available
- annual site activities (e.g. harvest/fall festival aligned to educating parents on academic standards; monthly get-togethers with parent information)
Title I, Part A School-Level Parent and Family Engagement Policy 2023-24  
Butte County Community School

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

Staff Training:
The school may offer:
- Staff trainings and/or train the trainer model for parent and family engagement
- Annual Title I Meeting and other LEA provided parent and family engagement resources
- New staff and continuing education training
- District parent and family engagement coordinator support
- Periodical newsletter and calendar

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

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

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

Please attach the School-Parent Compact to this document.

This policy was adopted by the Butte County Community Schools on 3/29/2023 and will be in effect for the period of 2023-2024 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: 9/9/2024.

SSC Approved
School Compact

Title I, Part A School-Parent Compact 2023-2024
Butte County Community School

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

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

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s student academic achievement standards as follows:**
  - Teachers are trained to provide instruction using curriculum aligned to State Content standards
  - A Multi-Tiered System of Support is implemented school wide to meet the individual needs of students
  - Teachers are part of a Professional Learning Community. Teachers use this time to analyze student data and identify strategies to address individual needs

- **Communication:** Provide parents and family members with reasonable access to staff and frequent reports on their children’s progress. Specifically, the school will:
  - Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
  - Complete report cards every quarter
  - Ensure staff respond to email and phone messages within a timely manner
  - Ensure appointments are available with any staff member working with the student

- **Engagement:** Provide parents and family members with assistance in understanding the state’s academic standards, assessments, and how to monitor and improve the achievement of their student by:
  - Providing parents opportunities to volunteer and participate in their student’s class, and to observe classroom activities
  - Providing parents and family members with materials and training to help them improve the academic achievement of their student by:
    - Including topics identified by parent/family request, as appropriate
    - Providing trainings and information in a format, and where practicable, a language that parents and family members can understand
  - Conducting other activities to encourage and support parents and family members to more fully participate in their student’s education (example: Parenting Partners, family nights, etc.)
  - Educating staff members in the value of parent and family member contributions and how to work with them as equal partners by:
    - Using CA Department of Education Family Engagement Framework and research-based training materials
    - Scheduling training/coaching with Title I LEA Family Engagement Coordinator

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

- Monitor work completion
- Participate in decisions related to my child’s education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings
- Pick up my child no more than 10 minutes after classes and scheduled meetings
- Follow all school policies (refer to handbook)

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

Approved: 3/28/2023 BCCIS School Site Council
- 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 if 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
## School Calendar

### 2023-2024

**BCOE - BUTTE COUNTY COMMUNITY SCHOOL**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event or Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-Jul</td>
<td>Independence Day - Holiday</td>
</tr>
<tr>
<td>17-Aug</td>
<td>BCOE Staff Dev Buy Back Day</td>
</tr>
<tr>
<td>18-Aug</td>
<td>Teacher Day - Holiday</td>
</tr>
<tr>
<td>21-Aug</td>
<td>Teacher Prep Day (non-student)</td>
</tr>
<tr>
<td>22-Aug</td>
<td><strong>First Student Day</strong></td>
</tr>
<tr>
<td>4-Sep</td>
<td>Labor Day - Holiday</td>
</tr>
<tr>
<td>10-Oct</td>
<td>End of 1st Quarter</td>
</tr>
<tr>
<td>15-Nov</td>
<td>Veterans Day - Holiday</td>
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<tr>
<td>20-Nov</td>
<td>Thanksgiving Break - Non Duty</td>
</tr>
<tr>
<td>21-Nov</td>
<td>Thanksgiving Break - Non Duty</td>
</tr>
<tr>
<td>22-Nov</td>
<td>Thanksgiving Break - BCOE Holiday</td>
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<tr>
<td>23-Nov</td>
<td>Thanksgiving (Day) Break - Holiday</td>
</tr>
<tr>
<td>24-Nov</td>
<td>Thanksgiving Break - BCOE Holiday</td>
</tr>
<tr>
<td>26-Dec</td>
<td>Christmas Holiday</td>
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<tr>
<td>27-Dec</td>
<td>Winter Break - BCOE Holiday*</td>
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<tr>
<td>28-Dec</td>
<td>Winter Break - Vacation</td>
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<tr>
<td>29-Dec</td>
<td>Winter Break - BCOE Holiday</td>
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<tr>
<td>1-Jan</td>
<td>Winter Break - New Year's Day Holiday</td>
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<tr>
<td>2-Jan</td>
<td>Winter Break - Vacation**</td>
</tr>
<tr>
<td>1-Feb</td>
<td>100th Day of School</td>
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<tr>
<td>12-Feb</td>
<td>Lincoln's Birthday - Holiday</td>
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<tr>
<td>19-Feb</td>
<td>Presidents Day - Holiday</td>
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<tr>
<td>18-Mar</td>
<td>Spring Break - Vacation</td>
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<tr>
<td>15-Mar</td>
<td>End of 3rd Quarter</td>
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<tr>
<td>19-Mar</td>
<td>Spring Break - Vacation</td>
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<td>20-Mar</td>
<td>Spring Break - Vacation</td>
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<tr>
<td>21-Mar</td>
<td>Spring Break - Vacation</td>
</tr>
<tr>
<td>22-Mar</td>
<td>Spring Break - Vacation</td>
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<tr>
<td>29-Mar</td>
<td>Spring Travel Day - Non Duty</td>
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<tr>
<td>1-Apr</td>
<td>Travel Day - Non Duty</td>
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<tr>
<td>27-May</td>
<td>Memorial Day - Holiday</td>
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<tr>
<td>6-Jun</td>
<td>Graduation</td>
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<tr>
<td>6-Jun</td>
<td>Last Student Day (Minimum Day)</td>
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<tr>
<td>7-Jun</td>
<td>Last Staff Day</td>
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<tr>
<td>7-Jun</td>
<td>End of 4th Quarter</td>
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<tr>
<td>19-Jun</td>
<td>Juneteenth Holiday</td>
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</tbody>
</table>

### Academic Days: 180

- Minimum Days: 2
- Planning Days: 3
- Buyback Days: 1
- Non-Academic Days: 13
- Holidays: 16
- Teacher Days: 183
Acknowledgment of Receipt

Butte County Office of Education
2023 - 2024 Acknowledgment of Receipt and Review

Dear Parent/Guardian:

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

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

Please complete the “Acknowledgment of Receipt and Review” form below and return it to your student’s school.

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

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

Student Name: ___________________________________________________________________

School: ________________________________________ Grade: __________________

Parent/Guardian Name: ___________________________________________________________

Address: ______________________________________________________________________

Home Telephone Number_________________________________________________________

______________________________________________                   Date: __________________

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

______________________________________________                   Date: __________________

Signature of Student (if student is 18 or older)