

# Parent/Student **HANDBOOK**

And Annual Notification  
of Rights of Parents, Legal  
Guardians & Students

## **2018-2019**

### **Come Back Butte Charter**

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Robin Indar, Administrative Assistant

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Oroville, CA 95965  
(530) 532-5827

comeback@bcoe.org  
<https://www.bcoe.org/o/cbbcs>

*"Where Students Come First"*

***“Where Students Come First”***



**Tim Taylor, Superintendent  
Michelle Zevely, Assistant Superintendent**

### ***BCOE Mission***

*Butte County Office of Education is committed to the success of every student and the excellence of every educator.*

### ***BCOE Goals***

***Butte County Office of Education will:***

- 1. Provide opportunities for students to develop the academic competencies and necessary skills to succeed;*
- 2. Collaborate with partners to support all students, educators, and learning communities;*
- 3. Employ and retain exemplary staff and support professional development for all employees; and*
- 4. Provide quality educational, administrative, and comprehensive support services.*

# Student Programs and Education Services

## Vision, Mission and Goals

### **Vision**

*Transforming lives through exemplary education.*

### **Mission**

*Student Programs and Education Services ensure learners are prepared to succeed in a changing society.*

### **Student Programs and Education Services Goals**

- 1. All BCOE students will be prepared to transition successfully into subsequent educational levels and the work force; and*
- 2. All BCOE students will learn in safe, consistent, nurturing environments.*

Student Programs and Education Services  
1859 Bird Street  
Oroville, CA 95965

(530) 532-5757

<https://www.bcoe.org/o/BCOE/page/asst-supt-zevely>

**Table of Contents**

Introduction ..... 1  
 School Staff and Phone Numbers ..... 2  
 Teacher Qualifications ..... 2  
 Immigration Enforcement - "Know Your Rights" ..... 2  
 Title IX Information ..... 2  
 Uniform Complaint Procedure ..... 13  
 Parent Rights and Responsibilities Ed. Code 51101 ..... 19  
 Parent Involvement SP 6020 ..... 21  
 Regulations Regarding Parent Involvement AR 6020 ..... 22  
 Strategies for Title I Schools ..... 22  
 School-Level Policies for Title I Schools ..... 24  
 Strategies for Non-Title I Schools ..... 25  
 Pupils with Exceptional Needs ..... 26  
 Identification and Education Under Section 504 SP 6164.6 ..... 26  
 Identification of Individuals with Exceptional Needs SP 6164.4 ..... 26  
 Rights under FERPA for Butte County Office of Education Schools ..... 28  
 Butte County Office of Education Notice for Directory Information ..... 32  
 Academic Policies ..... 33  
     Grading ..... 33  
     Report Card / IEP Goals Mastery Updates ..... 33  
     Homework – AR 6154 ..... 33  
     Regulations Regarding Grades/Evaluation of Student Achievement AR 5121 ..... 34  
     Pass/Fail Grading ..... 35  
     Repeated Classes ..... 35  
     Students with Disabilities ..... 35  
     Section 504 County Office Responsibilities ..... 35  
     Make-Up Work ..... 35  
     Challenging Courses by Examination – SP6155 ..... 36  
 Staff Conduct with Students ..... 36  
 Courses of Study ..... 37  
 CSIS (California School Information Services) ..... 43  
 Dates to Remember ..... 43  
 Minimum Days ..... 43  
 Dress and Grooming – SP 5132 ..... 43  
 Education for Homeless Children SP 6173 ..... 45  
 Education for Foster Youth ..... 45  
 Individualized Education Program (IEP) SP 6159 ..... 45  
 Food Service ..... 45  
 Regulations Regarding Student Records AR 5125 ..... 46  
 Graduation Requirements SP 6146.1 ..... 46  
 Standards of Proficiency in Basic Skills ..... 47  
 Graduation and College Entry Requirements ..... 48  
 Counselors ..... 50  
 Pest Control ..... 50  
 Promotion/Retention – SP 5123 ..... 51  
 Release of Directory Information SP 5125.1 ..... 51  
 School Accountability Report Card ..... 52  
 School Hours ..... 52  
 Technology Access SP 6163.4 ..... 53  
 Student Technology Use Expectations ..... 53  
 Testing ..... 54  
 Wellness Policy ..... 55  
 Type 2 Diabetes Information ..... 56  
 Williams Notice and Complaint Procedure ..... 59  
 DNR Policy SP 5141: ..... 60  
 Withholding Grades, Diploma or Transcripts SP 5125.2 ..... 60  
 Library Books and Other School Property ..... 60

Student Conduct – SP 5131..... 61  
Discipline – SP 5144 ..... 61  
Student Expectations..... 61  
Notice to Parents/Guardian and Students ..... 61  
Discipline Actions ..... 63  
    Suspension ..... 67  
    Recommendation for Expulsion AR 5144.1 ..... 67  
    Mandatory Recommendation For Expulsion..... 68

## Introduction

Dear Students/Parents/Guardians,

Welcome to the 2018-19 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 both our schools and their programs.

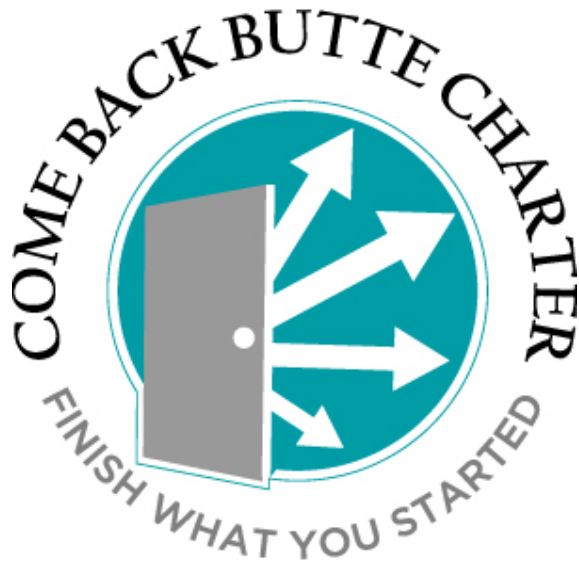
In keeping with the policies of Butte County Office of Education (BCOE), it will be the purpose of our school to provide an environment that will promote a positive climate for learning, effective citizenship, and constructive student conduct. Students on school grounds or in places within the school's 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 give the school a call.

Come Back Butte Charter

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

Vision: Transforming lives through exemplary education and vocational training.



**School Staff and Phone Numbers**

Come Back Butte Charter .....	(530) 532-5827
Matt McGuire, Teacher .....	532-5827
Roger Jolliff, Teacher .....	532-5827
Rebecca Hubbell, Teacher.....	532-5827
Robin Indar, Administrative Assistant.....	532-5827
Scott Bailey, RSP Teacher.....	532-5827
Megan Johnson, School Psychologist.....	532-5740
Janis Delgado, Principal.....	532-5827

**Teacher Qualifications**

All teachers serving students in county office programs are hired specifically to work with their respective specialized population and to bring additional skills including academic instruction in core areas to the school site. All teachers are hired following strict county office hiring guidelines and have appropriate credentials based on state law. Every attempt is made to hire teachers who meet all three hiring criteria: local, state and federal. However, at some time during the year, a teacher, in one or more core areas, may teach your child for four or more consecutive weeks who does not meet these new guidelines. Please contact your child’s site administrator for specific information about your child’s schedule and assigned teachers and paraprofessionals.

**Immigration Enforcement - "Know Your Rights"**

All students have the right to a free public education, regardless of immigration status or religious beliefs. For more information, please see the resources developed by the California Attorney General at <https://www.oag.ca.gov/immigrant/rights>

**Title IX Information**

Title IX of the Education Acts of 1972 prohibits sex discrimination in the following areas:

**Sex-Based Harassment/Sexual Harassment (including Sexual Violence)**

- unwelcome conduct of a sexual nature
- sexual violence
- gender-based harassment

**Recruitment, Admissions, and Counseling**

- recruitment materials
- admission forms

- class or career selection materials
- admission of students
- counseling services
- brochures
- materials

### **Financial Assistance**

- procedures and practices for awarding financial assistance to students

### **Athletics**

- requires nondiscriminatory participation based on student interests and abilities
- equal opportunities (equipment, supplies, training facilities, recruitment, support services, etc.)
- financial assistance

### **Marital or Family Status, Pregnant or Parenting Students**

- different treatment on the basis of sex based on parental, family, or marital status
- exclusion in educational programs, or activities based on pregnancy, childbirth, false pregnancy
- lactating students must be provided reasonable accommodations

### **Discipline**

- imposing consequences based on sex, gender identity
- failing to conform to stereotypical binary expectations, etc.

### **Schools, Classes, and Extracurricular Activities**

- providing education programs or activities separately on the basis of sex
- requiring or refusing participation by students on the basis of sex
  - NOTE: The following are exceptions:
    1. contact sports in physical education
    2. classes or portions of classes...that deal primarily with human sexuality
    3. non-vocational classes and extracurricular activities within a coeducational...school if certain criteria are met.



## Employment

- employment
- recruitment
- hiring
- promotion
- compensation
- grants of leave
- benefits consideration or selection for employment
- based on pregnancy or marital status

## Retaliation

- against anyone who has reported, investigated, or filed a complaint under Title IX
- Your Rights Under Title IX

Pursuant to [Education Code 221.8](#) you have the right to:

1. fair and equitable treatment and you shall not be discriminated against based on your sex.
2. be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics.
3. inquire of the athletic director or your school as to the athletic opportunities offered by the school.
4. apply for athletic scholarships.
5. receive equitable treatment and benefits in the provision of all of the following:
  - equipment and supplies
  - scheduling of games and practices
  - transportation and allowances
  - access to tutoring
  - coaching
  - locker rooms
  - practice and competitive facilities
  - medical and training facilities and services
  - publicity
6. have access to gender equity coordinator to answer questions regarding equity
7. contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws.
8. file a confidential discrimination complaint with the United States Office for

Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex.

9. pursue remedies if you have been discriminated against.
10. protected against retaliation if you file a discrimination complaint.

### **Notice of Student Nondiscrimination/Notice of Nondiscrimination**

Butte County Office of Education (BCOE) is committed to making the schools free from unlawful discrimination and providing equal opportunities for all individuals in education. BCOE prohibits discriminatory practices whose purpose or effect has a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment. BCOE promotes programs that ensure that discriminatory practices are eliminated in all activities. Any student who engages in discrimination of another student or anyone from BCOE may be subject to disciplinary action up to and including expulsion.

Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal. A student or parent/guardian who believes that discrimination has occurred may contact the principal for immediate resolution at the site. A student or parent/guardian is not required to attempt resolution through the school site before contacting BCOE Title IX Coordinator.

### **Filing a Report or Informal Complaint of Discrimination, Harassment, Intimidation, or Bullying Based on Sex**

Whenever possible, discrimination, harassment, intimidation and bullying issues may be resolved informally, at the lowest level. Students, parents, or guardians may report any act of discrimination, harassment, intimidation or bullying based on sex (in any area covered by Title IX, including sexual harassment) by a student, staff member or third party directly to the school site's principal for immediate resolution at the school site. Employees may report any act of discrimination, harassment, intimidation or bullying by another employee based on sex (in any area covered by Title IX, including sexual harassment) to the appropriate supervisor or manager.

Investigation of Reports or Informal Complaints: The responsible official will conduct a prompt, thorough and impartial investigation into the complaint which will include, but is not limited to, interviewing the accuser and the accused, asking each to provide names of witnesses, interviewing potential witnesses, and gathering relevant evidence. When sex-based discrimination, harassment, intimidation, and bullying is reported, interim steps will be taken to stop harassment and protect the accuser from further harassment pending outcome of the investigation and/or complaint. A thorough investigation is required to protect the accuser, afford due process to the

accused, and to ensure resolution of the issue(s). A student, parent or guardian, is not required to attempt resolution through the school site before contacting BCOE Title IX Coordinator. Employees are not required to attempt resolution through supervisor or manager before contacting BCOE Title IX Coordinator.

Students, parents, or guardians may contact the Title IX Coordinator at any time to report or file an informal complaint directly with BCOE at:

Jeanette Spencer, Sr. Advisor  
Title IX Coordinator  
Butte County Office of Education  
5 County Center Drive  
Oroville, CA 95965  
[jspencer@bcoe.org](mailto:jspencer@bcoe.org)  
(530) 532-5820

Employees may contact the Title IX Coordinator at any time to report or file an informal complaint directly with BCOE at:

Mary Sakuma, Deputy Superintendent  
Title IX Coordinator  
Butte County Office of Education  
1859 Bird Street,  
Oroville, CA 95965  
[bcoewebsite@bcoe.org](mailto:bcoewebsite@bcoe.org)  
(530) 532 – 5650

### **Filing a Formal or Uniform Complaint**

Students, parents or guardians may file a Uniform Complaint at any time. BCOE employees should follow AR 4144; AR 4244; AR4344 in "Series 4000 Personnel" located in [Documents>Superintendent Documents>Policies](#) to determine when to file a Uniform Complaint.

To get a Uniform Complaint Form online, select the "Uniform\_Complaint\_Procedure ..." document located on BCOE.org in [Menu > Documents > Required Postings](#). The Uniform Complaint Form is not required to file a complaint, however the complaint must be in writing and state that it is a formal complaint or a Uniform Complaint. Uniform Complaint Forms can also be obtained from the Uniform Complaint Officer(s), or the Human Resources Department.

Students, parents, or guardians should mail Uniform Complaints to:

Jeanette Spencer, Sr. Advisor  
Uniform Complaint Compliance Officer  
Butte County Office of Education  
5 County Center Drive  
Oroville, CA 95965  
[jspencer@bcoe.org](mailto:jspencer@bcoe.org)  
(530) 532-5820

Employees should mail Uniform Complaints to:

Mary Sakuma, Deputy Superintendent  
Uniform Complaint Compliance Officer  
Butte County Office of Education  
1859 Bird Street,  
Oroville, CA 95965  
[bcoewebsite@bcoe.org](mailto:bcoewebsite@bcoe.org)  
(530) 532 - 5650

Statute of Limitations - Uniform complaints alleging discrimination, harassment, intimidation and bullying based on sex (including sexual harassment and sexual violence) must be filed no later than six months from the date the complainant first obtained knowledge of the facts of the alleged sexual harassment. The six-month period may be extended for good cause, not to exceed an additional 90 days.

Investigation of Uniform Complaints - BCOE will undertake an effective, thorough, and objective investigation of the allegations and provide a written report within 60 days of the date receipt of the Uniform Complaint. The report will include a summary of the facts, a decision on the complaint, reason for the decision and corrective actions (if

applicable) that have or will be taken, including remedies for the victim. The complainant has the right to present witnesses and evidence.

Action - If BCOE determines that its policies prohibiting discrimination, harassment, intimidation or bullying based on sex have been violated, disciplinary action, up to and including expulsion (for students) or dismissal (for employees) will be taken. Remedial actions which are designed to end the harassment, prevent its recurrence and address its effects on the harassed student, will be provided to the victim. Remedial action(s) will also be required of the school site.

Retaliation - BCOE prohibits retaliation against any participant in the complaint process including witnesses. A separate Uniform Complaint may be filed if retaliation occurs against any individual involved in the processing of discrimination, harassment, or bullying complaint. Each complaint shall be investigated promptly and in a way that respects the privacy of all parties concerned. Follow up with the student will occur to ensure the harassment has stopped and that there is no retaliation.

### **Non Discrimination SP 5145.3**

Students and parent/guardians shall be notified at the beginning of each school year that the Butte County Office of Education educational programs and activities do not discriminate on the basis of color, age, race (includes ancestry, color, ethnicity, ethnic group identification, and ethnic background), lack of English skills, creed, religion (includes all aspects of religious belief, observance and practice and includes agnosticism and atheism), national origin, nationality, immigration status, sex (sex discrimination includes sexual harassment and discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from pregnancy or childbirth-related conditions, or denial of lactation accommodations for lactating students), marital, parental or family status, gender (which includes sex and a person's gender identity, gender expression and gender related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth), mental or physical disability, genetic information, and sexual orientation (includes heterosexuality, homosexuality, and bisexuality).

Discrimination, harassment, intimidation and bullying based on these actual or perceived characteristics or because a person associates with a person or group with one or more of these actual or perceived characteristics is prohibited. Complaints may be filed under the COE's Uniform Complaint Procedure (attached).

### **Disability-Based Discrimination**

Section 504 of the Rehabilitation Act of 1973 and the Americans With Disabilities Act prohibit discrimination against qualified disabled persons in federally financed education programs or activities. The District does not discriminate in admission or access to its programs or activities. Please contact the District/COE Program Coordinator with any questions. (34 CFR § 104.8 and 28 CFR § 35.106.)

### **Regulations Regarding Sexual Harassment AR 5145.4 (a)**

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the educational setting, when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.
2. Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
3. The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile or offensive educational environment.
4. Submission to and/or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any Butte County Office of Education program or activity.

Types of conduct which are prohibited, and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations or propositions;
2. Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions;
3. Graphic verbal comments about an individual's body or overly personal conversation;
4. Sexual jokes, notes, stories, drawings, pictures or gestures;
5. Spreading sexual rumors;
6. Teasing or sexual remarks about students enrolled in a predominantly single-gender class;
7. Massaging, grabbing, fondling, stroking or brushing the body;
8. Touching an individual's body or clothes in a sexual way;
9. Purposefully cornering or blocking normal movements and/or
10. Displaying sexually suggestive objects.

### **STUDENTS**

#### **Sexual Harassment SP 5145.4 (a)**

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 he/she is being or has been subjected to sexual harassment shall immediately contact his/her 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 Assistant 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, he/she 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 taken into account.

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



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

**Uniform Complaint Procedure**

**Uniform Complaint Procedures (UCP)  
Annual Notice for 2017—2018**

**For students, employees, parents/guardians, school and district advisory committee members, and other interested parties**

The Butte County Office of Education annually notifies its students, employees, parents or guardians of its students, the district advisory committee, school advisory committees, and other interested parties of the Uniform Complaint Procedures (UCP) process.

The Butte County Office of Educations is primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP in:

Adult Education	Economic Impact Aid
After School Education and Safety	Education of Students in Foster Care, Students who are Homeless, and former Juvenile Court Students now enrolled in a school district
Agricultural Vocational Education	English Learner Programs
American Indian Education Centers and Early Childhood Education Program Assessments	Every Student Succeeds Act / No Child Left Behind (Titles I–VII)
Bilingual Education	Local Control and Accountability Plans (LCAP)
California Peer Assistance and Review Programs for Teachers	Migrant Education
Career Technical and Technical Education; Career Technical; Technical Training	Physical Education Instructional Minutes (for grades one through six)
Career Technical Education	Student Fees
Child Care and Development	Reasonable Accommodations to a Lactating Student
Child Nutrition	Regional Occupational Centers and Programs
Compensatory Education	School Safety Plans
Consolidated Categorical Aid	Special Education
Course Periods without Educational Content (for grades nine through twelve)	State Preschool
	Tobacco-Use Prevention Education

A student fee includes, but is not limited to, all of the following:

1. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A student fees complaint may be filed with the principal of a school or our superintendent or his or her designee. A student fees and/or an LCAP complaint may be filed anonymously, however, the complainant must provide evidence or information leading to evidence to support the complaint.

A student enrolled in a school in our district shall not be required to pay a student fee for participation in an educational activity.

A student fee complaint shall be filed no later than one year from the date the alleged violation occurred.

We shall post a standardized notice of the educational rights of students in foster care, students who are homeless, and former juvenile court students now enrolled in a school district as specified in EC Sections 48853, 48853.5, 49069.5, 51225.1, and 51225.2. This notice shall include complaint process information, as applicable.

The staff member, position, or unit responsible to receive UCP complaints in our agency is:

Name or title: Deputy Superintendent/Administrative Services Division

Unit or office: Human Resources

Address: 1859 Bird Street, Oroville, CA 95965

Phone: 530-532-5650 E-mail address: bcoewebsite@bcoe.org

Complaints will be investigated and a written report with a Decision will be sent to the complainant within sixty (60) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall conduct and complete the investigation in accordance with our UCP policies and procedures.

The complainant has a right to appeal our Decision of complaints regarding specific programs and activities subject to the UCP, student fees and the LCAP

to the California Department of Education (CDE) by filing a written appeal within 15 days of receiving our Decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our Uniform Complaint Procedures process (SP1312.3, AR1312.3) shall be available free of charge. They are located online at: <http://5il.co/2b5a>

**Uniform Complaints – Graduation and Coursework Requirements For Foster Youth, Homeless, Former Juvenile Court, and Students Living in Active Duty Military Households**

The following rights apply to foster youth, homeless students, former juvenile court students, and students living in the households of parents/guardians who are active duty members of the military:

- (1) Within 30 days of transferring, after the completion of the second year of high school, students must be notified that s/he may be exempt from local graduation requirements and that this exemption continues after the court's jurisdiction over a foster child ends, when a homeless student is no longer homeless, when a student is no longer under the jurisdiction of a juvenile court, or when the student no longer lives in the household of an active duty service member (Ed. Code § 51225.1(d));
- (2) Accept coursework satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency, even if the student did not complete the entire course; and must issue full or partial credit for the coursework completed. For students living in active duty military households, "public schools" include schools operated by the United States Department of Defense (Ed. Code § 51225.2(b));
- (3) Students may not be required to retake a course satisfactorily completed elsewhere. If the student did not complete the entire course, the school district or county office of education may not require that the student retake the portion already completed, unless the school district or county office of education, in consultation with the holder of the student's educational rights, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the student must be enrolled in the same or equivalent course in order to continue and complete the entire course (Ed. Code § 51225.2(b) and (d));
- (4) Students may not be prevented from retaking or taking a course to meet the eligibility requirements for admission to the California State University or the University of California (Ed. Code § 51225.2(e));

- (5) Exempt students transferring between schools at any time after the completion of his/her second year of high school from all coursework and other requirements adopted by the district's governing board that are in addition to the statewide coursework requirements for graduation found in Education Code section 51225.3, unless the district makes a finding that the student is reasonably able to complete the district's graduation requirements in time to graduate from high school by the end of the student's fourth year of high school (Ed. Code § 51225.1(a));
- (6) For students deemed reasonably able to complete the district's graduation requirements within the student's fifth year of high school, the district must do all of the following: (a) inform the student of his/her option to remain in school for a fifth year to complete the school district's graduation requirements; (b) inform the student, and the person holding the right to make educational decisions for the student, about how remaining in school for a fifth year to complete the school district's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution; (c) provide information to the student about transfer opportunities available through the California Community Colleges; and (d) upon agreement with an adult student or with a minor student's educational rights holder, permit the student to stay in school for a fifth year to complete the school district's graduation requirements (Ed. Code § 51225.1(b)(1)-(4));
- (7) Within 30 calendar days of the school transfer, the school district must notify a student who may qualify for the exemption from local graduation requirements, his or her parent/guardian, the person holding the right to make educational decisions for the student, the foster youth's social worker, a former juvenile court student's probation officer, and, in the case of homeless students, the school district's liaison for homeless students, of the availability of the exemption from local graduation requirements and whether the student qualifies for the exemption. (Ed. Code § 51225.1(d)(1) - (4))

If the school district fails to provide timely notice of these rights, the student will be eligible for the local graduation requirements exemption even after the student is no longer: (1) homeless, (2) in foster care, (3) under the juvenile court's jurisdiction, or (4) living in the household of an active duty military service member, if the student otherwise qualifies for the exemption (Ed. Code § 51225.1(d).);

- (8) Students exempted from local graduation requirements who complete statewide coursework requirements before the end of their fourth year of high school may not be required or asked to graduate before the end of their fourth year of high school, if otherwise entitled to remain in attendance (Ed. Code § 51225.1(e).);
- (9) If a student is exempted from local graduation requirements, the school district must notify the student and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and must provide

information about transfer opportunities available through the California Community Colleges (Ed. Code § 51225.1(f));

- (10) Students eligible for the exemption from local graduation requirements and who would otherwise be entitled to remain at the school, shall not be required to accept the exemption or be denied enrollment in, or the ability to complete, courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements (Ed. Code § 51225.1(g));
- (11) If a student is not exempted from local graduation requirements or has previously declined the exemption, the school district must exempt the student at any time if he/she requests and qualifies for the exemption (Ed. Code § 51225.1(h));
- (12) Once exempted from local graduation requirements, the school district shall not revoke the exemption (Ed. Code § 51225.1(i));
- (13) If a student in foster care is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court's jurisdiction over the student while he/she is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1(j)(1));
- (14) If a homeless student is exempted from local graduation requirements, the exemption must continue to apply after the student is no longer homeless while s/he is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1(j)(2));
- (15) If a former juvenile court school student is exempted from local graduation requirements, the exemption must continue to apply after the termination of the court's jurisdiction over the student while s/he is enrolled in school or if the student transfers to another school or school district (Ed. Code § 51225.1(j)(3));
- (16) For students living in active duty military households, the exemption will continue to apply after: (1) a student transfers to another school or school district, or (2) a student no longer meets the "child of military family" definition (Ed. Code § 51225.1(j)(4).);
- (17) A school district may not require or request that students transfer schools in order to be exempted from local graduation requirements (Ed. Code § 51225.1(k)); and
- (18) Transfer requests may not be made on a student's behalf solely to qualify the student for an exemption under this section. (Ed. Code § 51225.1(l).)

### Non-Compliance Complaints

Complaints of non-compliance may be filed under the local educational agency's Uniform Complaint Procedures. A complainant not satisfied with the local education agency's decision may appeal to the California Department of Education (CDE) and receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal. (Ed. Code §§51225.1(m) and 51225.2(f).)

### **Juvenile Court Students – Graduation Requirements and Continuing Education Options**

In addition to being exempt from local graduation requirements and the right to receive credit for coursework completed while in juvenile court schools, Assembly Bill 1124 provides more extensive graduation and continuing education options for juvenile court students who have qualified for a diploma.

Education Code section 48645.7 has been added to require that county offices of education notify juvenile court students who have qualified for a diploma, their educational rights holders, and their social workers or probation officers of the following:

- (1) The student's right to a diploma without having to complete coursework or other requirements that are in addition to statewide graduation requirements (Ed. Code §§ 48645.7(a)(1)(A) and 48645.5(d));
- (2) How taking coursework and other requirements adopted by the governing board of the county office of education, or continuing education upon release from the juvenile detention facility will affect the student's ability to gain admission to a postsecondary educational institution (Ed. Code § 48645.7(a)(1)(B));
- (3) Information about transfer opportunities available through the California Community Colleges (Ed. Code § 48645.7(a)(1)(C));
- (4) The student's or, if a minor, the education rights holder's option to allow the pupil to defer or decline the diploma in order to take additional coursework if the county office of education makes a finding that the student could benefit from the additional coursework and graduation requirements adopted by the county office of education. (Ed. Code § 48645.7(b).).

When deciding whether to decline the diploma, the county office of education must advise the student, or if a minor, his/her educational rights holder, whether the student is likely to do all the following upon his/her release from a juvenile detention facility:

- a. Enroll in a school operated by a local educational agency or charter school;
- b. Benefit from continued instruction; and
- c. Graduate from high school. (Ed. Code § 48645.7(c).)

Complaints of non-compliance with juvenile court students' graduation and continuing education rights may be filed with the local educational agency under its Uniform

Complaint Procedures. A complainant not satisfied with the local educational agency's decision may appeal to the California Department of Education ("CDE") and receive a written decision regarding the appeal within 60 days of the CDE's receipt of the appeal. (Ed. Code § 48645.7(e).)

#### **Notification to Parents and Students SP 5145.6 (a)**

The County Superintendent recognizes that notifications are essential to effective communication between the school and the home. The County Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

The County Superintendent or designee shall ensure that notifications which must be sent at the beginning of each academic year include a request that the parent/guardian sign the notice and return it to the school.

Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. Whenever an employee learns that a student's parent/guardian is for any reason unable to understand the county's printed notifications, the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

#### **Parent Rights and Responsibilities Ed. Code 51101**

**The rights of parents/guardians of Butte County Office of Education students include, but are not limited to, the following:**

1. Within a reasonable period of time following making the request, to observe the classroom or classrooms in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled in accordance with the requirements of any intradistrict or interdistrict pupil attendance policies or programs.
  - a. Upon written request by parents/guardians, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame.
2. Within a reasonable time of their request, to meet with their child's teacher or teachers and the principal of the school in which their child is enrolled.
3. Under the supervision of Butte County Office of Education employees, to volunteer their time and resources for the improvement of school facilities and school programs including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher. Although volunteer parents may assist with instruction, primary instructional responsibility shall remain with the teacher.
4. To be notified on a timely basis if their child is absent from school without permission.
5. To receive the results of their child's performance on standardized tests and statewide tests and information on the performance of the school that their child attends on standardized statewide tests.



6. To request a particular school for their child, and to receive a response from the Assistant Superintendent or designee. This paragraph does not obligate the school district to grant the parent's request.
7. To have a school environment for their child that is safe and supportive of learning.
8. To request a meeting to examine instructional materials and discuss the curriculum of the class(es) in which their child is enrolled.
9. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child.
10. To have access to the school records of their child.
11. To receive information concerning the academic performance standards, proficiencies or skills their child is expected to accomplish.
12. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Section 48980, attendance policies, dress codes, and procedures for visiting the school.
13. To receive information about any psychological testing the school does involving their child and to deny permission to give the test.
14. To participate as a member of a parent advisory committee, school site council or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations.
15. To question anything in their child's record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school.
16. To be notified, as early in the school year as practicable pursuant to Section 48070.5, if their child is identified as being at risk of retention and of their right to consult with school personnel responsible for a decision to promote or retain their child and to appeal a decision to retain or promote their child

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights in accordance with law.

#### **Enrollment Based on Parental Employment**

Parents/guardians may apply for enrollment of their children in a district in which they are employed for at least 10 hours per week; however, the district may have the right to deny the application under certain conditions. (Ed. Code § 48204(b).)

#### **Enrollment Based on Parent and Student Living at Parent's Place of Employment for a Minimum of 3 Days During the School Week**

Parents/guardians may apply for enrollment of their child(ren) in a school district in which the parent/guardian is employed and where they and their child(ren) live at the place of employment for a minimum of 3 days during the school week. (Ed. Code § 48204(a)(7).)

#### **Children of Military Service Members – Residency**

A student complies with a school district's residency requirements for school attendance if the student's parent is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military

order. School districts must accept applications by electronic means for enrollment, including enrollment in a specific school or program within the district, and course registration. The parent must provide proof of residency in the school district within 10 days after the published arrival date provided on official documentation. (Ed. Code §§ 48204.3 and 48980(h).)

#### **Residency Retention for the Students of Detained or Deported Parents**

Students retain residency in a school district, regardless of the students' current residency, when both of the following requirements are met:

1. The student's parent or guardian has departed California against his or her will, and the student can provide official documentation evidencing the departure; and
2. The student moved outside of California as a result of his or her parent or guardian leaving the state against his or her will, and the student lived in California immediately before moving outside the state. The student must provide evidence of enrollment in a California public school immediately before moving outside the state.

Deported parents may designate another adult to attend school meetings and to serve as an emergency contact. No charges or fees of any kind, as allowed under Education Code section 48050, may be required for admission or attendance in these circumstances. These students will be included in computing ADA for the purpose of obtaining apportionment state funds.

This law applies to parents who are: (1) in the custody of a government agency and are transferred to another state; (2) subject to a lawful removal order and who were removed or were permitted to leave California voluntarily before being removed; and (3) subject to any additional circumstances consistent with these purposes, as determined by the school district. (Ed. Code § 48204.4)

#### **PARENT INVOLVEMENT SP 6020**

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

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The County Superintendent or designee shall regularly evaluate and report to the Butte County Board of Education on the effectiveness of parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

## **Title I Schools**

Each year the County Superintendent or designee shall identify specific objectives of the parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

The County Superintendent or designee shall ensure that parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how each activity listed in 20 USC 6318 will be carried out.

The County Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she also shall involve parents/guardians of participating students in decisions regarding how Title I funds will be allotted for parent involvement activities.

The County Superintendent or designee shall ensure that each school receiving Title I funds develop a school-level parent involvement policy in accordance with 20 USC 6318.

## **Non-Title I Schools**

The County Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how schools will address the purposes and goals described in Education Code § 11502.

## **REGULATIONS REGARDING PARENT INVOLVEMENT AR 6020**

### **Strategies for Title I Schools**

To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the County Superintendent or designee shall:

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan and the process of school review and improvement.
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
3. Build the capacity of schools and parents/guardians for strong parent involvement. The Superintendent or designee shall:
  - a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards,

- state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- b. Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement;
  - c. Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools;
  - d. To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education;
  - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand;
  - f. Provide other such reasonable support for parent involvement activities as parents/guardians may request;
  - g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.
4. Coordinate and integrate Title I parent involvement strategies with Head Start, public preschool, and other programs
  5. Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I  
The County Superintendent or designee shall:
    - a. Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background;
    - b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy;
    - c. Assess the progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request.
  6. Involve parents/guardians in activities of schools served by Title I.

The Butte County Office of Education Superintendent's Policy and Administrative Regulations containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs.

### **School-Level Policies for Title I Schools**

At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement;
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for school wide programs.

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
  - a. Timely information about Title I programs;
  - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
  - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.
5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the Butte County Office of Education
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards  
This compact shall address:
  - a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that

enables participating students to achieve the state's student academic achievement standards

- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom;; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
  - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
    - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
    - (2) Frequent reports to parents/guardians on their children's progress
    - (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "Strategies for Title I Schools" above
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

### **Strategies for Non-Title I Schools**

For each school that does not receive federal Title I funds, the County Superintendent, or designee shall, at a minimum:

- 1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.
- 2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.

## **Pupils with Exceptional Needs**

Pupils with exceptional needs, as defined by EC § 56026, have a right to a free and appropriate public education. If you believe your child is in need of special education services, contact your school principal.

Some pupils with special needs who do not qualify for special education may qualify for assistance under Section 504 of the Rehabilitation Act if he/she has a physical or mental impairment which substantially limits one or more major life activities. The county office has policies and procedures to identify and evaluate any student who may need assistance in his/her educational program or to provide access into county programs. County office 504 Coordinator may be reached at 530-532-5644. Pupils or parents or others who have questions or concerns regarding the Section 504 policy may contact the school office.

### **Identification and Education Under Section 504 SP 6164.6**

The County Superintendent recognizes the need to identify and evaluate children with disabilities in order to provide them with the services required by law.

Butte County Office of Education shall provide a free appropriate public education to students who attend county schools and programs and who are classified as disabled under Section 504 of the Federal Rehabilitation Act of 1973. Such students shall receive regular education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

### **Identification of Individuals with Exceptional Needs SP 6164.4**

The Butte County Board of Education recognizes the need to actively seek out and evaluate Butte County residents from birth through age 21 who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The County Superintendent and/or designee shall develop processes to determine when an individual is eligible for special education services and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. The County Superintendent and/or designee shall develop a practical method to ensure that all eligible individuals residing within the county are currently receiving needed special education and related services.

The county's process shall ensure that private school children with disabilities residing within the county are accurately counted and are able to participate equitably in the county's program. The County Superintendent and/or designee shall consult with appropriate representatives of private school students with disabilities on how to identify, locate, and evaluate these students.

The County Superintendent and/or designee shall establish a method whereby parents/guardians, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modifications to the regular instructional program.

For assessment purposes, staff shall use appropriate tests to identify specific information about the individual's abilities.

The County Superintendent and/or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the county's procedures for initiating a referral for assessment to identify individuals who need special education services.

### **Assessment and Placement**

The Butte County Office of Education shall obtain written parental consent or authorization by a due process hearing officer before a student is assessed for the development or revision of an individualized education program. Upon receiving this consent, trained personnel shall assess all areas related to the suspected disability of the student. Besides using appropriate tests in accordance with law for this assessment, staff may observe the student in the classroom and study the effect of interventions or modifications to the regular instructional program.

An Individualized Education Program (IEP) team shall be established to consider the assessment data and determine whether or not the student is eligible for special education services. If this team finds the student is eligible, it shall develop the student's IEP within no more than 60 days of time from the date of receiving parental consent for assessment, unless the parent/guardian agrees in writing to an extension.

Students and parents/guardians shall have the right to initiate a referral of a child for special education services pursuant to Education Code 56303, the right to obtain an independent educational assessment pursuant to Education Code 56329, and the right to allow or prohibit any assessment of the student unless the Butte County Office of Education prevails in a state due process hearing relating to the assessment.

### **Parent Responsibilities**

Parents/guardians may support the learning environment of their children by:

1. Monitoring attendance of their children.
2. Ensuring that homework is completed and turned in on time.



**The Family Educational Rights and Privacy Act (FERPA)**  
(20 U.S.C. § 1232g; 34 CFR Part 99)

**Rights under FERPA for Butte County Office of Education Schools**

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

1. The right to inspect and review the student's education records within 45 days after the day the Butte County Office of Education (BCOE) receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal, or appropriate school official, a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the BCOE to amend their child's or their education record should write the school principal, or appropriate school official, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school districts annual notification for FERPA rights. A school official is a person employed by BCOE in an administrative, supervisory, academic, or support staff position; a person or company with whom BCOE has contracted including but not limited to attorneys, auditors, information technology systems providers and their staff, emergency communication systems personnel, or outside institutions involved in student learning experiences including but not limited to identified systems such as Sharp School, Aeries, Aptegy LLC, Google Apps for Education, Microsoft Office 365, Edmodo, Discovery Education, Typing Pal,

or i-Ready. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the BCOE to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

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

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State Educational Agency (SEA) in the

parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

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

evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

## Butte County Office of Education Notice for Directory Information

The *Family Educational Rights and Privacy Act (FERPA)*, a Federal law, requires that Butte County Office of Education (BCOE), with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, BCOE may disclose appropriately designated "directory information" without written consent, unless you have advised the BCOE to the contrary in accordance with BCOE procedures. The primary purpose of directory information is to allow the BCOE to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want BCOE to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the BCOE **in writing by the fifteenth day of enrollment**. BCOE has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received

- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

**Homeless Students / Release of Directory Information.**

**Written consent of the parent or that of the student, if accorded parental rights, must be obtained before directory information pertaining to a homeless student may be released. (Ed. Code § 49073(c) and 20 USC § 1232g.)**

**GENERAL INFORMATION**

**Academic Policies**

**Grading**

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

**Grading**

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

**Report Card / IEP Goals Mastery Updates**

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

**Homework – AR 6154**

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

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

**Regulations Regarding Grades/Evaluation of Student Achievement  
AR 5121**

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

Students with excessive unexcused absences (6 absences per semester) may be given a failing grade and not receive credit for the class(es). Schools which withhold class credit for this reason shall so inform the class and parents/guardians at the beginning of the semester or year.

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

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

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

### **Pass/Fail Grading**

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

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

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

### **Repeated Classes**

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

### **Students with Disabilities**

Eligible students with disabilities shall have annual reviews of student achievement in accordance with federal and state laws. The Assistant Superintendent shall establish and evaluate the program progress and grading systems. The Assistant Superintendent shall ensure that student grades and progress reports conform to this system.

### **Section 504 County Office Responsibilities**

Students with disabilities may not be denied participation in school programs and activities solely on the basis of disability.

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

### **Make-Up Work**

The student is responsible for picking up all assignments missed from any excused time away from school. 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. Teacher will determine timeline for completion of extra credit work and effect of extra credit work on performance.



### **Challenging Courses by Examination – SP6155**

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

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

### **Child Abuse – SP 5141.41**

1. Every student has a right to live in a safe environment without fear. Child abuse can be physical, emotional or sexual. All employees of the school are mandated reporters.
2. Tell a teacher or your principal if you, or someone you know, are being abused. Help and support will be provided.

### **Staff Conduct with Students – SP 4119.21, 4219.21, 4319.21**

The County Superintendent expects all employees to exercise good judgment and maintain professional standards and boundaries when interacting with students both on and off school property. Inappropriate employee conduct shall include, but not be limited to, engaging in harassing or discriminatory behavior; engaging in inappropriate socialization or fraternization with a student; soliciting, encouraging, or establishing an inappropriate written, verbal, or physical relationship with a student; furnishing tobacco, alcohol, or other illegal or unauthorized substances to a student; or engaging in child abuse. An employee who observes or has evidence of inappropriate conduct between another employee and a student shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of, or suspects child abuse, shall file a report pursuant to Butte County Office of Education's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting. Any employee who is found to have engaged in inappropriate conduct with a student in violation of law or this policy shall be subject to disciplinary action.

## **COURSES OF STUDY – Come Back Butte Charter**

### **CORE SUBJECTS**

#### **2130 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.

#### **2131 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.

#### **2132 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.

#### **2133 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.

#### **2425 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.

#### **2426 Integrated Mathematics Course II**

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

#### **2427 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.

#### **2403 Algebra 1 (Grades 9-12)**

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 reinforcement Algebra concepts including vocabulary review and clarification, warm up exercises, and student practice exercises.

#### **2401 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.

#### **2413 Geometry (Grades 9-12)**

Geometry is 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.

**2711 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.

**2709 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.

**2701 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.

**2703 Government and Civics (Grade 12)**

This semester long course covering 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.

**2610 Physical Science (Grade 9-12)**

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

**2618 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.

### **2621 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.

### **2535 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 they may be helpful or harmful to their health.

### **2806 Drawing (Intro to Art)**

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

### **2823 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.

### **2803 Art History**

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

### **2514/5 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**

### **2100-1 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.

### **2101 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.

### **2106 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.

### **2113-1 Composition**

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

### **2402 Math Readiness**

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.

### **2450-1 Computer Applications**

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, e-mail, and the variety of educational resources on the Internet.

### **2513 PE Elective**

#### **2535-1 Other Health**

This course provides students with knowledge and skills related to one or more of the nine content areas of health education, as defined in the Health Framework: (1) nutrition; (2) prevention of alcohol, tobacco, and other drugs; (3) personal health; (4) injury prevention and safety; (5) individual growth and development; (6) consumer and community health; (7) environmental health; (8) communicable and chronic diseases; and (9) family life. Family life education promotes the development of positive family interactions and may include human sexuality, dating, relationships, and prevention of sexually transmitted diseases, including HIV. This course provides students with content and skills that enable them to apply specific knowledge in their own personal behaviors and environments. This course builds the skills students need to recognize and resist negative influences. It includes decision-making, goal setting, communication, and interpersonal skills

#### **2702-1 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.

#### **2714-1 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.

#### **2722-5 Career Exploration**

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.

#### **2537-1 Life Skills**

These courses are designed for students to help with choices that will affect their future. They focus on both financial decisions and sociological decisions. The curriculum series *Get Focused Stay Focused* may be used in addition to supplemental curriculum.

#### **2512-1 PE Elective**

These courses are designed for students to help with choices that will affect their future. They focus on both financial decisions and sociological decisions. The curriculum series *Get Focused Stay Focused* may be used in addition to supplemental curriculum.

**6001 HiSET**

A course that provides academic support and guidance in order to help students achieve success in their academic work. Can include the following content: time management, outlining, note taking, organization, active listening, research methods and test-taking strategies.

**CSIS (California School Information Services)**

Butte County Office of Education is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program is in compliance with federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CSIS.

The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting.

Parents have the right to inspect student information maintained by the CSIS program. Contact Information Services at 532-5770.

**Dates to Remember**

- 15-Aug..... First day of school
- 3-Sept..... NO SCHOOL – Labor Day
- 12-Nov..... NO SCHOOL – Veterans Day
- 19-Nov - 23-Nov..... NO SCHOOL – Thanksgiving Break
- 21-Dec - 4-Jan ..... NO SCHOOL – Winter Break
- 21-Jan ..... NO SCHOOL – Martin Luther King Day
- 15-Feb.....NO SCHOOL – Lincoln’s Birthday
- 18-Feb.....NO SCHOOL – President’s Day
- 15-Apr – 19-Apr..... NO SCHOOL – Spring Break
- 22-Apr .....NO SCHOOL – Travel Day
- 27-May .....NO SCHOOL – Memorial Day
- 31-May .....Last Student Day

**Minimum Days**

Come Back Butte Charter does not have minimum days.

**Dress and Grooming – SP 5132**

The County Superintendent holds high expectations for students and believes they will present themselves in an orderly manner conducive to the advancement of



education. Their appearance is expected to be neat and acceptable to the general society and in keeping with the activity at the particular program.

**Emergency Procedures**

Emergency Action	Voice Signal	What to Do
Imminent Danger (Threat)	“All students report to your classroom” “CODE RED”	If the location of the threat is known, quickly move all students away from threat and find cover. Have students lie flat on the ground if it is not possible to move away. If the location of the threat is unknown, retreat to where you can shelter students (lock doors from inside if possible).
Earthquake	“Duck, Cover, Hold”	Duck to knees underneath tables or desks away from windows, with both hands holding a desk or table leg.
Emergency Situations: Fire Evacuation/Relocation Bomb Emergency Chemical Spill	“Evacuate Building”	Move students and staff, in an orderly fashion, to an outside area of safety.
Drop & Take Cover	“Drop and Take Cover”	Drop means that students and staff are to immediately take a protective position under desks or tables. Take Cover, means to take shelter
All Clear	“All Clear”	May return to building

**Immunizations**

Your child must be immunized against certain diseases before being admitted to school, unless exempted for medical or religious reasons. Students who had a signed waiver based on religious or personal beliefs on file by January 1, 2016, will be exempt from the immunization requirement until they complete the "grade span" they were in as of January 1, 2016. Grade spans are: (1) birth through preschool, (2) Kindergarten through 6th grade, and (3) 7th through 12th grade. Students entering the district for the first time or advancing to 7th grade after July 1, 2016 will no longer be exempt from immunizations based on their religious or personal beliefs. (Ed. Code § 48216 and Health and Safety Code § 120335.)

**Consent to Immunizations at School**

You may consent in writing to the immunization of your child whenever the immunization of children is permitted at the District or COE. (Ed. Code § 49403.)

**Physical Exam / Contagious or Infectious Disease**

You may exempt your child from any physical examination upon your written notification. However, where there is good reason to believe that your child is suffering from a recognized contagious or infectious disease, your child will be sent home and will not be permitted to return until school authorities are satisfied that any contagious or

infectious disease does not exist. (Ed. Code §§ 49451 and 48980(a) and 20 USC 1232h.)

### **Education for Homeless Children SP 6173**

The County Superintendent recognized his/her obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the county. The county shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students.

Student shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.

The County Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

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

Pursuant to the McKinney-Vento Homeless Education Assistance Act, all children and youth without a permanent home have a right to an education. Homeless students are those that lack a fixed, adequate nighttime residence, including: sharing the housing of others due to loss of housing or economic hardship; living in motels, hotels, trailer parks, or campgrounds; living in emergency or transitional shelters; abandoned in hospitals; awaiting foster care placement; living in cars, parks, public spaces, substandard housing or similar settings; and migratory children living in conditions such as those described above.

Homeless children and youth have a right to remain at their school of origin (last school attended) or to attend any school in the attendance area where they are living. Unaccompanied youth (out of the physical custody of a parent or guardian) will also be immediately enrolled by request. School enrollment will not be delayed due to the lack of documentation usually required.

### **Education for Foster Youth**

#### **Individualized Education Program (IEP) SP 6159**

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent/guardian.

### **Food Service**

Come Back Butte Charter does not provide student meals.

### **Regulations Regarding Student Records AR 5125**

Persons, agencies, or organizations specifically granted access rights pursuant to law shall have access without prior written parental consent or judicial order. In addition, parental consent is not required when information is shared with other persons within educational institutions, agencies, or organizations obtaining access, as long as those persons have a legitimate educational interest in the information.

Foster family agencies with jurisdiction over currently enrolled or former students may access those students' records of grades and transcripts, and any individualized education program (IEP) developed and maintained by the Butte County Office of Education with respect to such students

When informed that a student in foster care is transferring to another local educational agency, the County Superintendent or designee shall cooperate to ensure that the student's health and educational records are transferred to the receiving district. These records are to be forwarded within two (2) business days.

Foster youth have a right to attend any school in the attendance area where they are living or remain in their school of origin (last school attended). In selecting a school, foster youth shall remain at their schools of origin to the extent feasible, unless it is not in the best interest of the student. A designated foster care liaison, in consultation with the student and the person holding educational rights, will determine the school placement in the best interest of the student. Foster youth may remain at their school of origin for the duration of the school year in which they are placed in foster care. The school site will enroll the foster youth in the appropriately selected school pending resolution of the dispute. The school site will follow the dispute process in place at the school.

### **GRADUATION REQUIREMENTS SP 6146.1**

#### **HIGH SCHOOL 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:** Beginning with the 2016-17 school year, the County Superintendent may grant a high school diploma to Come Back Butte Charter School students, who, while in grades 9 to 12, inclusive, have completed at least the following number of courses and credits listed on the chart of Standards of Proficiencies in Basic Skills.

### Standards of Proficiency in Basic Skills

Prescribed Course of Study	Come Back Butte Charter
Subject Area	Year Credits
English 9	10
English 10	10
English 11	10
English 12	10
* Math	20
Fine Arts or Foreign Language	10
World History/Geography	10
US History	10
US Government	5
Economics	5
Health	5
Life Science	10
Physical Science	10
PE	20
Electives (EL)	35
<b>Total</b>	<b>180</b>

\* 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.

### Certificate of Attendance

The County Superintendent may grant a Certificate of Attendance to students who are assessed with the California Assessment of Student Performance and Progress

### Graduation and College Entry Requirements

BCOE High School Diploma			College Entry Requirements	
Subject area	Table Mountain School, LEAD and Come Back Butte Charter	Hearthstone School	CSU	UC system
English 9	10	10	4 years	4 years
English 10	10	10		
English 11	10	10		
English 12	10	10		
Mathematics **	20	20	3 years	3 years required 4 preferred
Fine Arts or Foreign Language	10	10	1 year Fine Arts <b>and</b> 2 years Foreign Language	1 year Fine Arts <b>and</b> 2 years Foreign Language (3 preferred)
World History/Geography	10	10		1 year
US History	10	10	1 year	1 year of US History <b>OR</b> 1 semester of US History and 1 semester of US Gov't/Civics
US Government/Civics	5	5	1 semester	
Economics	5	5		
Health	5	5		
Life Science	10	10	1 year	2 years required 3 preferred
Physical Science	10	10	1 year	
PE	20	20		
Electives	35	80	College prep = 1 year See CSU/UC approved course list for electives	
<b>TOTAL</b>	<b>180</b>	<b>225</b>		
<b>Assessments</b>		ACT or SAT SAT Subject Matter	ACT or SAT SAT Subject Matter Tests College Placement Tests	

\*\* Student must meet 10 credits of Algebra I in any grade 7-12.

Learn more about college admissions: <http://www.CaliforniaColleges.edu>

## **College Admissions Requirements / Career Technical Education**

Parents of students enrolled in grades 9-12 have a right to receive annual notice of the following college admissions requirement and career technical education information:

### A. College Admissions Requirements

#### **University of California:**

There are three paths to eligibility for freshmen:

1. Eligibility in the Statewide Context - Students must complete specific coursework and college admissions tests and earn the required GPA and test scores.
2. Eligibility in the Local Context (ELC) - Students must rank in the top 4 percent of their graduating class at a participating California high school.
3. Eligibility by Examination Alone - Students must achieve specified high scores on their college admissions tests.

The following website links provide more information regarding University of California admission requirements:

<http://admission.universityofcalifornia.edu/>

[http://www.universityofcalifornia.edu/admissions/undergrad\\_adm/paths\\_to\\_adm/reshman/subject\\_reqs.html](http://www.universityofcalifornia.edu/admissions/undergrad_adm/paths_to_adm/reshman/subject_reqs.html)

#### **California State University:**

Most applicants who are admitted meet the standards in each of the following areas:

1. Specific high school courses
2. Grades in specified courses and test scores
3. Graduation from high school

The following website link provides more information regarding the California State University admission requirements:

[http://www.csumentor.edu/planning/high\\_school/](http://www.csumentor.edu/planning/high_school/)

### B. Career Technical Education (CTE)

Career Technical Education is a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. "Career technical education engages all students in a dynamic and seamless learning experiences resulting in their mastery of the career and academic knowledge and skills necessary to become productive, contributing members of society" (California Technical Education Framework for California Public Schools, grades Seven through Twelve (2007)).

For more information, visit the California Department of Education's website at <http://www.cde.ca.gov/ci/ct/>

### Counselors

The school principal or designee is available to meet with students who wish to plan for entry into a college system and/or enroll in Career Technical Education courses which will teach CTE skills.

### Pest Control

Butte County Office of Education follows the Healthy Schools Act of 2000 and utilizes an Integrated Pest Management System that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using non-chemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. Pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment, are used only after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. The Healthy Schools Act of 2000 requires all California local educational agencies to notify parents and guardians of pesticides they expect to apply during the year. Butte County Office of Education intends to use the following pesticides at school sites this school year:

- **Name of Pesticide by Hobbs Pest Solutions**

Material Name	Active Ingredient	Company Name	EPA #
<b>Advion Ant gel bait:</b>	Indoxacarb	Syngenta	EPA: 100-1498
<b>Advion Roach gel bait:</b>	Indoxacarb	Syngenta	EPA: 100-1484
<b>Final All Weather Blox</b>	Brodifacoum	Bell Laboratoires, Inc.	EPA: 12455-89
<b>Demon Max:</b>	Cypermethrin	Syngenta	EPA: 100-1218
<b>Orange Guard:</b>	D- Limonene	Orange Guard Inc.	EPA: 61887-2-AA
<b>PT Alpine:</b>	Dinotefuran	BASF Canada Inc	EPA: 499-540
<b>Suspend Polyzone:</b>	Deltamethrin	Bayer	EPA: 432-1483
<b>Tengard SFR:</b>	Permethrin	United Phosphorus, Inc.	EPA: 70506-6
<b>Termidor sc:</b>	Fipronil	Bayer	EPA: 7969-210

If any additional pesticides are used, schools will provide written notice to parents and staff identifying the pesticides. You can find more information regarding these pesticides and pesticide use reduction at the Department of Pesticide Regulation's Web site at: <http://www.cdpr.ca.gov/> (www.schoolipm.info, click on "School IPM HELPR" in

the column on the right). You may also view a copy of a school's integrated pest management plan at the school site office.

Please contact the school principal if you wish to receive written notification at least 72 hours prior to the application of an individual pesticide at your school. Each school will maintain a list of parents or guardians who want to be notified before individual pesticide applications are made. Prior to the application of any pesticide, the District will post a warning sign at the area to be treated at least 24 hours prior to the pesticide application and such sign will remain posted for at least 72 hours after the application. In the event of an emergency condition, advance notification and prior sign posting may not be feasible, but a warning sign will be posted immediately upon application of the pesticide.

### **Asbestos**

You may request to review the complete updated management plan for asbestos containing material in school buildings. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR §§ 763.84(c) and 763.93.)

### **Promotion/Retention – SP 5123**

Students shall progress through the grade levels by demonstrating growth in learning and meeting grade-level standards of expected student achievement.

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. Student shall be identified for retention or promotion as determined by school grades. Other indicators of academic achievement including school assessments, STAR results, portfolios, student attendance and other performance measures may also be used. When a student is recommended for retention or is identified as being at risk for retention, the Principal shall provide opportunities for remedial instruction to assist the student in overcoming his/her academic deficiencies. Such opportunities may include, but are not limited to, tutorial programs, after-school programs, summer school programs and/or the establishment of a student study team.

### **Release of Directory Information SP 5125.1**

The County Superintendent or designee may authorize the release of student directory information to representatives of the news media, prospective employers or nonprofit organizations as provided by law. Unless prohibited by the parent/guardian in accordance with law, directory information which school officials may disclose consists of the following: student's name, address, telephone number, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic team members, dates of attendance, degrees and awards received, and most recent previous school attended.



Colleges and prospective employers, including military recruiters, shall have access to directory information. Military recruiters shall have access to a student's name, address, and telephone number, unless the parent/guardian has specified that the information not be released in accordance with law.

Telephone numbers shall be released only with express parental consent, except as otherwise permitted by law.

At the beginning of each school year, all parents/guardians shall be notified as to what categories of directory information the school or Butte County Office of Education plan to release, and to whom.

Based on its determination of the best interest of the student, the school may limit or deny the release of specific directory information to any public or private nonprofit organization.

Under no circumstances shall directory information be disclosed to a private profit-making entity other than employers, prospective employers, and representatives of the news media. Private schools and colleges may be given the names and addresses of 12th grade students and students who are no longer enrolled provided they use this information only for purposes directly related to their institution's academic or professional goals.

**Resources to Butte County Office of Education**

- County Drug and Alcohol Prevention Programs
- District Nurse
- County Behavioral Health and County Probation Department
- Special Education Services
- Psychological Services

**School Accountability Report Card**

The School Accountability Report Card provides parents and other interested members of the community a variety of information about the school, its resources, its successes, and the areas where it needs improvement. On or before February 1 of each year, an updated copy of the School Accountability Report Card for each school can be found on the district or school website. A hard copy will also be provided upon request to any student's parent or guardian. (EC § 35256)

**School Hours**

Monday 8:15am to 5:00pm  
Tuesday 8:15am to 3:30pm  
(lab for student use 8:15am – 12:15pm)  
Wednesday 8:15am to 5:00pm  
Thursday 8:15am to 3:30pm  
Friday 8:15am to 3:30pm

#### **Technology Access SP 6163.4**

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

#### **Student Technology Use Expectations**

Students are responsible for appropriate behavior on the school's computer network just as they are in a classroom or on school grounds. Communications on the network/systems are often public in nature. No assumption of confidentiality is assumed. General school rules for behavior and communications apply. It is expected that users will comply with district standards and the specific rules set forth below. The use of technology is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and utilizing the school's technology resources. The students are not allowed to access, keep or send anything that they would not want their parents or teachers to see.

1. Students shall not access material that is obscene, pornographic, child pornography, "harmful to minors", or otherwise inappropriate for educational uses.
2. Students shall not use school resources to engage in "hacking" or attempts to otherwise compromise system security.
3. Students shall not engage in any illegal activities on the Internet.
4. Students shall only use electronic mail, chat rooms, and other forms of direct electronic communications for school-related purposes.
5. Students shall not download or install any commercial software, shareware, or freeware onto network drives or disks, unless they have permission from the Network Administrator. Nor shall students copy other people's work or intrude into other people's files.
6. Students shall not disclose personal information, such as name, school, address, and telephone number outside of the school network.
7. Students shall notify the teacher or BCOE staff member immediately, if by accident, you encounter materials which violate the boundaries of appropriate use.
8. Students shall be held accountable for their actions and for the loss of privileges if the Rules of Appropriate Use are violated.
9. Students shall not engage in any form of cyberbullying, including, but not limited to, cyber sexual bullying, the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any

Commented [AMP1]: see comments above

wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

### **Testing**

Benchmark assessments are established at regularly scheduled intervals throughout the school year to determine student learning and progress.

Within Butte County Office of Education schools, students in grades 2 – 11 will participate in the California Assessment of Student Performance and Progress (CAASPP) System as required by California State Department of Education. CAASPP testing occurs each spring.

### **California Assessment of Student Performance and Progress (CAASPP) Exemption.**

Each year, parents and guardians will be notified regarding their student's participation in the CAASPP assessment system. Parents and guardians wanting to excuse their children from any or all parts of the CAASPP must submit a written request. Such written requests must be submitted to the school on an annual basis. If you have any questions, please contact your appropriate site Principal. (5 CCR 852).

#### English Language Arts and Mathematics- Grades 3-11

The CAASPP computer adaptive assessments are aligned with the Common Core State Standards (CCSS). 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 math assessments can be used as an indicator of college readiness.

The computer-based CAA for ELA and CAA for mathematics is administered to students with the most significant cognitive disabilities in grades three through eight and grade eleven. Test items are aligned with the CCSS and are based on the Core Content Connectors.

#### Science- Grades 5, 8, 10

The new, computer-based CAST measures student acquisition of the California Next Generation Science Standards. It is administered in grades five and eight, and once in high school. The new computer-based CAST replaces the California Standards Tests (CST) for Science. The instructionally embedded CAA for Science is administered in grades five and eight, and once in high school.

Students whose primary language is not English will be given the English Language Proficiency Assessments for California (ELPAC) in October of June 2006. Students must achieve the required credits to obtain a high school diploma.

The California High School Proficiency Examination (CHSPE) is a program established by California law (Education Code Section 48412). If eligible to take the test, you can earn the legal equivalent of a high school diploma by passing the CHSPE. The CHSPE consists of two sections: an English-language Arts section and a Mathematics section. If you pass both sections of the CHSPE, the California State Board of Education will

award you a Certificate of Proficiency, which by state law is equivalent to a high school diploma (although not equivalent to completing all coursework required for regular graduation from high school). Passing the CHSPE does **not**, by itself, exempt minors from attending school. Minors who have a Certificate of Proficiency **must also** have verified parent/guardian permission to stop attending school. Many students who pass the CHSPE continue to attend school.

### **Wellness Policy**

Butte County Office of Education (BCOE) in cooperation with its schools developed a document: Guidelines to the Student Wellness Policy. According to public law #108-265 all schools participating in a federal nutrition program must adopt a policy on student wellness. This mandate came as a result of the high numbers of young children with obesity problems and juvenile diabetes. BCOE schools are committed to promoting the health of students by recognizing sound nutrition and optimal physical fitness as vitally important to learning readiness, academic achievement, decreased discipline problems and improved emotional well-being. BCOE Superintendent Policy 5030 ensures all students have the opportunity to receive:

1. High quality, nutritious food while in school including all classroom activities.
2. Nutrition education in the classroom
3. Standards-based physical education and physical activity at all grade levels.

BCOE acknowledges the link between health and education and has developed a coordinated school health approach that is comprised of 8 essential components addressing optimal physical, mental, social and emotional well-being of young people. The 8 components involve the school, home and community working together to support good health and include:

1. **Health services**  
preventive services and education
2. **Health education**  
instruction that addresses the physical, mental, emotional and social aspects of health
3. **Family and community**  
partnerships among schools, parents and community to maximize resources in support of good health
4. **Healthy school**  
safe, healthy learning environments
5. **Physical education**  
Instructional program provides students with skills, knowledge, attitudes and confidence to be physically active for life
6. **Nutrition services**  
promotion of healthy eating habits and integration of nutritious, appealing meals
7. **Health promotion**  
education and wellness activities for staff

8. **Counseling services**

activities that focus on academic, emotional, behavioral and social needs of school and home.

### **Type 2 Diabetes Information**

Pursuant to California Education Code Section 49452.7, this type 2 diabetes information is for local educational agencies to provide to parents and guardians of incoming seventh grade students beginning July 1, 2010.

The California Department of Education developed this type 2 diabetes information in collaboration with the California Department of Public Health, American Diabetes Association, California School Nurses Organization, and Children's Hospital of Orange County. This information will be available in multiple languages in Spring 2010.

#### **Description**

Type 2 diabetes is the most common form of diabetes in adults.

- Until a few years ago, type 2 diabetes was rare in children, but it is becoming more common, especially for overweight teens.
- According to the U.S. Centers for Disease Control and Prevention (CDC), one in three American children born after 2000 will develop type 2 diabetes in his or her lifetime.

Type 2 diabetes affects the way the body is able to use sugar (glucose) for energy.

- The body turns the carbohydrates in food into glucose, the basic fuel for the body's cells.
- The pancreas makes insulin, a hormone that moves glucose from the blood to the cells.
- In type 2 diabetes, the body's cells resist the effects of insulin, and blood glucose levels rise.
- Over time, glucose reaches dangerously high levels in the blood, which is called hyperglycemia.
- Hyperglycemia can lead to health problems like heart disease, blindness, and kidney failure.

#### **Risk Factors Associated with Type 2 Diabetes**

It is recommended that students displaying or possibly experiencing the risk factors and warning signs associated with type 2 diabetes be screened (tested) for the disease.

#### **Risk Factors**

Researchers do not completely understand why some people develop type 2 diabetes and others do not; however, the following risk factors are associated with an increased risk of type 2 diabetes in children:

- Being overweight. The single greatest risk factor for type 2 diabetes in children is excess weight. In the U.S., almost one out of every five children is overweight. The chances are more than double that an overweight child will develop diabetes.
- Family history of diabetes. Many affected children and youth have at least one parent with diabetes or have a significant family history of the disease.

- Inactivity. Being inactive further reduces the body's ability to respond to insulin.
- Specific racial/ethnic groups. Native Americans, African Americans, Hispanics/Latinos, or Asian/Pacific Islanders are more prone than other ethnic groups to develop type 2 diabetes.
- Puberty. Young people in puberty are more likely to develop type 2 diabetes than younger children, probably because of normal rises in hormone levels that can cause insulin resistance during this stage of rapid growth and physical development.

#### Warning Signs and Symptoms Associated with Type 2 Diabetes

Warning signs and symptoms of type 2 diabetes in children develop slowly, and initially there may be no symptoms. However, not everyone with insulin resistance or type 2 diabetes develops these warning signs, and not everyone who has these symptoms necessarily has type 2 diabetes.

- Increased hunger, even after eating
- Unexplained weight loss
- Increased thirst, dry mouth, and frequent urination
- Feeling very tired
- Blurred vision
- Slow healing of sores or cuts
- Dark velvety or ridged patches of skin, especially on the back of the neck or under the arms
- Irregular periods, no periods, and/or excess facial and body hair growth in girls
- High blood pressure or abnormal blood fats levels

#### Type 2 Diabetes Prevention Methods and Treatments

Healthy lifestyle choices can help prevent and treat type 2 diabetes. Even with a family history of diabetes, eating healthy foods in the correct amounts and exercising regularly can help children achieve or maintain a normal weight and normal blood glucose levels.

- Eat healthy foods. Make wise food choices. Eat foods low in fat and calories.
- Get more physical activity. Increase physical activity to at least 60 minutes every day.
- Take medication. If diet and exercise are not enough to control the disease, it may be necessary to treat type 2 diabetes with medication.

The first step in treating type 2 diabetes is to visit a doctor. A doctor can determine if a child is overweight based on the child's age, weight, and height. A doctor can also request tests of a child's blood glucose to see if the child has diabetes or pre-diabetes (a condition which may lead to type 2 diabetes).

#### Types of Diabetes Screening Tests That Are Available

- Glycated hemoglobin (A1C) test. A blood test measures the average blood sugar level over two to three months. An A1C level of 6.5 percent or higher on two separate tests indicates diabetes.
- Random (non-fasting) blood sugar test. A blood sample is taken at a random time. A random blood sugar level of 200 milligrams per deciliter (mg/dL) or higher suggests diabetes. This test must be confirmed with a fasting blood glucose test.

- Fasting blood sugar test. A blood sample is taken after an overnight fast. A fasting blood sugar level less than 100 mg/dL is normal. A level of 100 to 125 mg/dL is considered pre-diabetes. A level of 126 mg/dL or higher on two separate tests indicates diabetes.
- Oral glucose tolerance test. A test measuring the fasting blood sugar level after an overnight fast with periodic testing for the next several hours after drinking a sugary liquid. A reading of more than 200 mg/dL after two hours indicates diabetes.

Type 2 diabetes in children is a preventable/treatable disease and the guidance provided in this information sheet is intended to raise awareness about this disease. Contact your student's school nurse, school administrator, or health care provider if you have questions.

#### References

- [American Diabetes Association Clinical Journal](http://clinical.diabetesjournals.org/content/23/4/181.full) (Outside Source)  
http://clinical.diabetesjournals.org/content/23/4/181.full
- [Helping Children with Diabetes Succeed: A Guide for School Personnel](http://www.ndep.nih.gov/media/Youth_NDEPSchoolGuide.pdf) (PDF; Outside Source)  
http://www.ndep.nih.gov/media/Youth\_NDEPSchoolGuide.pdf
- [KidsHealth](http://kidshealth.org/parent/medical/endocrine/type2.html) (Outside Source)  
http://kidshealth.org/parent/medical/endocrine/type2.html
- [Mayo Clinic](http://www.mayoclinic.com/health/type-2-diabetes-in-children/DS00946) (Outside Source)  
http://www.mayoclinic.com/health/type-2-diabetes-in-children/DS00946
- [National Library of Medicine \(NLM\) and National Institutes of Health's \(NIH\) MedLine](http://www.nlm.nih.gov/medlineplus/ency/article/000313.htm) (Outside Source)  
http://www.nlm.nih.gov/medlineplus/ency/article/000313.htm
- [US Centers for Disease Control and Prevention](http://www.cdc.gov/diabetes/projects/cda2.htm) (Outside Source)  
http://www.cdc.gov/diabetes/projects/cda2.htm

Questions: Linda Davis-Alldritt | [L.Davisal@cde.ca.gov](mailto:L.Davisal@cde.ca.gov) | 916-319-0284  
Last Reviewed: Wednesday, March 24, 2010

California Department of Education  
(<http://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>)  
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## Williams Notice and Complaint Procedure

### NOTICE TO PARENTS/GUARDIANS PUPILS, AND TEACHERS: COMPLAINT RIGHTS

Parents/Guardians, Pupils and Teachers:

**Pursuant to Williams Uniform Complaint Procedures, you are hereby notified that:**

1. There should be sufficient textbooks and instructional materials. That means each student, including an English learner, must have a textbook or instructional materials, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair
3. There should be no teacher vacancies or miss-assignments. There should be a teacher assigned to each class and not a series of substitutes or other temporary teachers. The teacher should have the proper credential to teach the class, including the certification required to teach English learners, if present.
  - *Mis-assignment* means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.
  - *Teacher vacancy* means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.
4. A complaint form may be obtained at the school office or district office, or downloaded from the school or district web site at <https://www.bcoe.org/>. You may also download a copy of the California Department of Education complaint form from the following web site: <http://www.cde.ca.gov/re/cp/uc/>. However, a complaint need not be filed using either the district's complaint form or the complaint form from the California Department of Education.

School Office  
5 County Center Drive  
Oroville, CA 95965

Butte County Office of Education  
Student Programs & Services  
1859 Bird Street  
Oroville, CA 95965



**DNR Policy SP 5141:**

Staff members are prohibited from accepting or following any parental or medical Do Not Resuscitate (DNR) orders while the child is under the control and supervision of the Butte County Office of Education. Once emergency medical personnel have assumed control of the student, information concerning Do Not Resuscitate (DNR) orders shall be communicated.

In the event a parent(s) presents a Do Not Resuscitate order, supported by a written statement from the student's physician, and an order from an appropriate court to honor the DNR order, staff shall follow that order of the court.

The County Superintendent or designee shall ensure that all parents/guardians are informed of this policy.

**Withholding Grades, Diploma or Transcripts SP 5125.2****Library Books and Other School Property**

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

If reparation is not made, the Butte County Office of Education shall afford the student his/her due process rights in conformance with Education Code procedures and may withhold the student's grades, diploma or transcripts.

If the student and parent/guardian are unable to pay for the damages or return the property, the Principal or designee shall provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released.

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

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

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

## **STUDENT CONDUCT – SP 5131**

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

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

### **Discipline – SP 5144**

#### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student.

The use of reasonable and necessary force by an employee to protect one's self or students or to prevent damage to the Butte County Office of Education property shall not be considered corporal punishment for purposes of this policy.

#### **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

#### **Notice to Parents/Guardian and Students**

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

### **Transfer of Suspension and Expulsion Disciplinary Records**

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

### **Suspension for Unruly or Disruptive Conduct**

Parents/guardians may be required to attend their child's class if he or she is suspended for unruly or disruptive conduct. (Ed. Code §§ 48900.1 and 48914.)

### **The Following Items Are Illegal to Possess on Any School Campus:**

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

### **The Following Are Not to be Possessed on Campus:**

Walkman and/or Discman, squirt guns or toy guns, aerosol cans, large sums of money, valuables of any kind, unsafe or disruptive apparel, depicting gangs, gambling, alcohol, drugs or are sexually explicit.

### **Student Expectation**

All Students Are Expected To:

1. Act in all instances so as not to infringe upon the rights of others or to endanger their own or another's private property or person. (No physical violence or threat of physical violence is tolerated on campus.)
2. Be considerate in their relationships with students, teachers, and staff.
3. Keep their language, clothing, and gestures respectful and free of profanities and obscenities.
4. Follow all rules and procedures given in the Parent and Student Code of Behavior and Handbook.
5. Keep hands, feet, and objects to themselves. (This includes roughhousing and "playing around".)
6. Follow classroom procedures established by each teacher. Be in the right place at the right time.
7. Interact appropriately. (This includes no excessive displays of affection.)

## **Discipline Actions**

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student.

The use of reasonable and necessary force by an employee to protect one's self or students or to prevent damage to the Butte County Office of Education property shall not be considered corporal punishment for purposes of this policy. Students who do not meet their student responsibilities may be disciplined. Come Back Butte Charter instructors reserve the right to make an individual or group decision. Instructional paraprofessionals can recommend discipline to be discussed and approved with a regular classroom instructor. Acceptable discipline techniques include:

- a. Teacher-Student conference
- b. Additional homework assignments (as an agreed alternative)
- c. Referral to counseling
- d. Warnings and redirection of inappropriate behaviors to appropriate on task behaviors.
- e. An hour after school in room (timeout) as approved by supervising counselor for agreed upon policy behavior infractions.
- f. \* In the case where a student refuses to participate in school program and do any school work for two days in a row, an SIR (Serious Incident Report) is recorded and sent to probation. This could lead to a modified program intended to get the student to participate in the classroom.

Unacceptable discipline techniques:

1. Making threats, shouting
2. Personal indignities, ridicule
3. Revenge or temper explosions
4. Assigning school tasks as punishment
5. Reducing pupil's achievements in task assignments as punishment

### **Examples of appropriate discipline:**

- Teacher-student conference.
- Behaviors: Repeated verbal warnings or minor disturbances.
- Time Out: (One hour time period after school) Examples are: Use of profanity, obscene gesture, non-cooperation with staff, destruction of school property, possession of school property without permission, body contact, inappropriate pictures or symbols related to gang affiliation, continual disturbances.
- Referral to Counseling: Must be discussed with Principal before implementing. Assistance is provided through the outside agency of Behavioral Health. Behavioral Health counselors are on site daily during and after school hours for crisis counseling.

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

**Suspension: California Education Code 48900-48900.7 and AR 5144.1**

State law allows for the suspension of a student if a student commits or engages in any of the acts listed below, where such conduct or acts relate to school activities or attendance, such as, but not limited to when such acts or conduct take place: while on school grounds, going to or from school, during lunch period (on or off campus), during, or while going to or from, a school-sponsored activity, or for certain conduct which occurs after school hours and off District property, but which is reasonably likely to cause or causes a substantial disruption of a school activity or attendance:

48900 a

Caused, attempted to cause, or threatened to cause physical injury to another person. Exceptions may be made in a situation where witnesses and evidence support a case of self-defense;

48900 b

Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;

48900(c)

Unlawfully possessing, using, selling or otherwise providing alcohol, intoxicants or controlled substance, including prescribed medications. Also applies to being under the influence of alcohol, intoxicants or controlled substances;

48900 d

Delivering, providing or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items;

48900 e

Committed or attempted to commit robbery or extortion. Extortion occurs when threats are made with the intent to obtain money or something of value;

48900 f

Caused or attempted to cause damage to school property or private property;

48900 g

Stole or attempted to steal school property or private property;

48900 h

Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products;

48900 i

Committed an obscene act or engaged in habitual profanity or vulgarity;

48900 j

Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5;

48900 k

Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials or other school staff performing their duties.

“Disruption of school activities” is defined as follows: when a student’s conduct, presence or actions disrupts or threatens to disrupt normal district or school operations, threatens the health or safety of anyone on district or school property, or causes or threatens to cause damage to district property or to any property on school grounds.

Examples of disruption of school activities under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to:

- Classroom behavior that impedes a teacher’s ability to teach and other students’ ability to learn, such as a student talking loudly or making other distracting noises or gestures while a teacher is speaking to and instructing the class and when students are expected to be silent and attentive; or
- The intentional activation of the fire alarm causing the temporary evacuation of the school and/or causing emergency personnel to respond.

“Willful defiance of valid authority” is defined as follows:

- when a student defies the valid authority of a district or school official or district or school staff in a manner that has an impact on the effective or safe functioning of district or school operations, such as continuing to remain at the scene of a fight or to instigate a disturbance after being told to stop the subject behavior; repeated disobedience to or defiance of school personnel when other interventions have not been successful in modifying the misbehavior; or in the proper instance one-time or first-time disobedience to or defiance of school personnel that has an impact on the effective or safe functioning of district or school operations.

Examples of willful defiance of valid authority under Education Code 48900(k)(1), as defined above, which may subject a student to discipline, include but are not limited to:

- Continuing to remain at the scene of a fight or other violent disturbance despite specific directions to leave the area by administrators or other school staff attempting to break up the fight or mitigate the disturbance caused by the fight; or

- Repeated episodes of misbehavior, despite multiple efforts and/or directives by a classroom teacher or other district staff intended to change and correct the student's misbehavior.

Note: With the exception of classroom suspensions imposed by a teacher under Education Code 48910, no student enrolled in kindergarten through grade three may be suspended for violation of Education Code 48900(k)(1). Additionally, no student enrolled in kindergarten through grade twelve, regardless of age, may be recommended for expulsion for violation of Education Code 48900(k)(1). [E.C. 48900(k)(2)]

48900(l)

Knowingly received stolen school property or private property;

48900(m)

Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude the replica is a firearm;

48900(n)

Committed or attempted to commit a sexual assault as defined in Penal Code Section 261, 266(c), 286, 288(a) or 289, or committed a sexual battery as defined in Penal Code Section 243.4;

48900(o)

Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both;

48900(p)

Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma;

48900(q)

Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050;

48900(r)

Bullying means any severe or pervasive or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from services, activities, or privileges provided by a school. [E.C. 48900(r)] Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 that has any of the effects described above on a reasonable student. [E.C. 48900(r)]

48900(t)

Aiding or abetting in the infliction or attempted infliction of physical injury to another student. However, the District cannot seek to expel a student for violation of Education Code 48900(t) until juvenile court proceedings are completed and the juvenile has been convicted of being an aider or abettor of a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury.

48900.2

Committed sexual harassment as defined in Education Code Section 212.5 (shall not apply to pupils enrolled in Kindergarten and grades 1-3)

48900.3

Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (E.C. 233; Penal Code 422.55)

48900.4

Intentionally harassed, threatened or intimidated school district personnel or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

48900.7

Made terroristic threats against school officials or school property, or both.

### **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 he/she is suspended from school. Absence from school due to suspension is unexcused, and class work is made up at the discretion of each teacher.
2. 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
3. The Superintendent or Principal may use his or her discretion to provide alternatives to suspension or expulsion to address student misconduct pursuant to Ed Code Sections 48900(v) & 48900.5

### **Recommendation for Expulsion AR 5144.1**

Unless the principal or Assistant Superintendent finds that expulsion is inappropriate due to particular circumstances, or that an alternative means of correction would



address the conduct, the principal, Assistant Superintendent or designee shall recommend a student's expulsion for any of the following acts:

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

#### **Mandatory Recommendation For Expulsion**

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

1. Possessing, as verified by a district employee, or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence;
2. Brandishing a knife as defined in Education Code Section 48915(g) at another person;
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053-11058;
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Section 261, 266(c), 286, 288(a) or 289, or committed a sexual battery as defined in Penal Code Section 243.4;
5. Possessing an explosive as defined in 18 USC 921.

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

For all other acts and conduct for which a student is subject to discipline under Education Code 48900 through 48900.7 and which are not specifically listed or addressed under Education Code 48915(a) or 48915(c), a student may be recommended for expulsion where other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or where due to the nature of the student's conduct violation, the presence of the student causes a continuing danger to the physical safety of the student or others. [E.C. 48915(b) and (e)]

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

#### **Education Code Section 58501 - Notice of Alternative Schools**

California state law authorizes all school districts to provide for alternative schools. Section 58500 of the Education Code defines alternative school as a school or separate class group within a school which is operated in a manner designed to:

- a. Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- b. Recognize that the best learning takes place when the student learns because of his desire to learn.
- c. Maintain a learning situation maximizing student self-motivation and encouraging the student in his own time to follow his own interests. These interests may be conceived by him totally and independently or may result in whole or in part from a presentation by his teachers of choices of learning projects.
- d. Maximize the opportunity for teachers, parents and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- e. Maximize the opportunity for the students, teachers, and parents to continuously react to the changing world, including but not limited to the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information. This law particularly authorizes interested persons to request the governing board of the district to establish alternative school programs in each district."

Further, a copy shall be posted in at least two places normally visible to pupils, teachers, and visiting parents in each attendance unit for the entire month of March in each year.

### **Temporary Disability / Residency**

A student with a temporary disability who is in a hospital or other residential facility, excluding a state hospital, which is located outside of the school district in which the student's parent or guardian resides shall be deemed to have complied with the residency requirements for school attendance in the school district in which the hospital is located. Once the parent has notified the district in which the hospital is located of the student's presence in the qualifying hospital, the district has five working days to notify the parent if individualized instruction shall be made available. If the determination is positive, individualized instruction shall commence within five days. (Ed. Code §§ 48206.3, 48207, 48208 and 48980(b).)

### **Temporary Disability / Individualized Instruction**

You may have your child with a temporary disability receive individual instruction if attendance at school is impossible or inadvisable and to be informed of your obligation to notify the District/COE of your child's presence in a qualifying hospital. Individual instruction may be provided at your child's home, in a hospital or other residential health facility. (Ed. Code §§ 48206.3 et seq., 48208 and 48980(b).)

### **Absence Based on Justifiable Personal Reasons**

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

### **Education Code Section 48205 - Excused Absences**

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

- (1) Due to his or her illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent of the school district.
- (10) Participation in religious exercises or to receive moral and religious instruction in accordance with Butte County Office of Education Policy and Administrative Regulations. In such instances, the student shall attend at least

the minimum school day. The student shall be excused for this purpose on no more than four days per school month. (Ed Code § 46014.)

(11) For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

(b) A pupil absent from school under this section shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

(c) For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

(d) Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

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

### **Career Counseling and Course Selection**

Parents/guardians will be notified, at least once, in advance of career counseling and course selection commencing with 7th grade course selection so that they may participate in the counseling sessions and decisions. (Ed. Code § 221.5(d).)

### **Right to Refrain From Instruction Involving the Use of Animals or Animal Parts**

You may substantiate your child's moral objection to dissecting, destroying or otherwise harming animals as part of an education project. Teachers of courses utilizing dead animals or animal parts will inform students of their right to object to participate in a particular project involving the harmful or destructive use of animals. Your written note attesting to your child's objection may, at the teacher's option, entitle your child to participation in an alternative education project or to be excused from the project altogether. (Ed. Code §§ 32255-32255.6.)

### **Excuse from Instruction on Religious (Moral) Grounds**

You may request in writing that your student be excused from any part of a school's instruction in health which conflicts with your religious training and beliefs. (Ed. Code § 51240.)

### **Sexual Health Education and HIV Prevention**

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

#### **Student Surveys, Tests and Questionnaires Regarding Sexual Attitudes and Practices.**

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

#### **Personal Beliefs / Political Affiliations / Behavior / Close Family Relationships**

No test, questionnaire, survey, or examination which has questions about your or your child's: beliefs and practices in sex, family life, morality, religion, political affiliations or beliefs, illegal, anti-social, self-incriminating, or demeaning behavior, mental or psychological problems, legally recognized privileged relationships (such as lawyer, physician, or minister), critical appraisals of individuals with whom you have close family relationships, or income (except as required by law to determine eligibility for participation in a program or for receiving financial assistance under such program) shall be administered without prior notification and written permission of the parent or guardian. Parents may inspect all instructional materials, including teacher's manuals, films, tapes or other supplementary material to be used in connection with any survey, analysis or evaluation. (Ed. Code §§ 51513 and 60614 and 20 USC 1232h(a) and (b).)

## **Annual School Climate Survey**

The *School Climate Survey: Middle/High* is an anonymous survey used to identify school climate issues within our school. The survey is anonymous. 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 our 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.

## **Advanced Placement Examination Fees**

Parents/guardians have the right to be informed of the availability of state funds to cover the costs of Advanced Placement examination fees pursuant to Education Code section 52244. (Ed. Code §§ 48980(k) and 52242.)

## **Medication Administration**

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

## **Continuing Medication Regimen**

Parents/guardians have the obligation to notify appropriate school personnel (e.g., school nurse or designated employee) of their child's continuing medication regimen for a non-episodic condition. With parental consent, the school nurse may communicate with a child's physician and may counsel school personnel regarding the possible effects of the drug on the child'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 child to carry and self-administer auto-injectable epinephrine and/or inhaled asthma medication. A physician or surgeon's statement confirming that your child 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 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 child 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.)

### **Insurance**

You may purchase insurance for medical and hospital services for your child's injuries while participating in athletic activities since the District/COE does not provide such medical and hospital services. (Ed. Code §§ 49471, 49472, and 48980.)

### **Suicide risk and information**

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 child or another youth is at risk; and
4. Where to turn for help in the community.

### **Fingerprinting**

If applicable, parents and guardians have the right to receive information about the District's / COE's fingerprinting program for kindergarten or newly enrolled students. (Ed. Code §§ 32390 and 48980(f).)

## **Additional Notice Provisions**

### **Compulsory Education**

Except when attendance is excused for justifiable personal reasons, pupils between the ages of 6 and 18 years are required by law to attend school and parents must compel their children to do so. (Ed. Code § 48200.)

### **Persistently Dangerous Schools**

Students attending a persistently dangerous public elementary or secondary school, as determined by the State, or a student who becomes a victim of a violent criminal offense while on school grounds, must be allowed to attend a safe public school within the district, including a public charter school. (20 USC § 7912.)

### **Cal Grant Program / Senior Opt-Out**

School districts and charter schools shall give written notice annually, by January 1, to each 11th grade student and to the parents/guardians of 11th graders under the age of 18, that students will be automatically deemed Cal Grant applicants unless the student, or the parent/guardian if the student is a minor, opts out by October 1. Students who are 18 years or older and parents/guardians of minors may contact Linda Mullick-Wahl, Transition Specialist at lwahl@bcoe.org, if they do not want their grade point average reported to the California Student Aid Commission (CSAC) for purposes of the Cal Grant Program. If needed, Come Back Butte Charter plans to first submit senior GPAs electronically to the CSAC on November 1 (Ed. Code § 69432.9(d).)

### **Oral Health Assessment**

Record of a dental assessment done by a dental professional is required for all kindergarteners and first graders attending public school for the first time. Dental assessments must be completed in the 12 months prior to entry or by May 31<sup>st</sup> of the pupil's first school year. (Ed. Code § 49452.8.)

### **Sun Protective Clothing and Sunscreen**

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

### **School Safety Plan**

Each school has a Comprehensive School Safety Plan, which includes a disaster preparedness plan and emergency procedures. Copies are available to read at each school office. Fire and emergency drills are held periodically at each school. (Ed. Code § 32280 et seq.)



### **Notification to Teachers of Student Disciplinary Action**

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

### **Megan's Law**

Information about registered sex offenders in California can be found on the California Department of Justice's website, <http://www.meganslaw.ca.gov/>. The website also provides information on how to protect yourself and your family, facts about sex offenders, frequently asked questions, and sex offender registration requirements in California. (Penal Code §§ 290 et seq.)

### **Investing for College**

You may want to invest early for your child's college education. You may want to consider appropriate investment options including, but not limited to, U.S. savings bonds. (Ed. Code § 48980(d).)

**2018-19 SCHOOL YEAR ACKNOWLEDGMENT**

Dear Students, Parents or Legal Guardian:

Education Code Section 48980 requires Butte County Office of Education to provide annual notification of their rights regarding certain school activities to adult student, parents and legal guardians of minor students. Education Code Section 48982 requires that parents sign the notice acknowledging that they have been informed of their rights, but not necessarily indicating that consent to participate in any particular program has been given or withheld and return it to school.

Should you/your child be enrolling in Butte County Schools for the first time, a copy of your/your child's school records will be requested from your/his/her former school. You have a right to receive a copy of the record and a right to challenge the content of the record.

Please complete, sign, and return this page to your/your child's school. Your signature DOES NOT indicate consent for you/your child to participate in any particular program offered at the school.

Student Name (if 18 and over): \_\_\_\_\_

or

Parent or Legal Guardian of: \_\_\_\_\_

School:  Come Back Butte Charter \_\_\_\_\_.

Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_

Home Address: \_\_\_\_\_

\_\_\_\_\_

Signature of Student (if 18 and over),

or Parent/Legal Guardian: \_\_\_\_\_

**Return completed form to your (child's) school.**

Thank you!