

ANNUAL PARENT HANDBOOK



2021-2022

Hearthstone School

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GENERAL INFORMATION

Welcome

Dear Students/Parents/Guardians,

Welcome to the 2021-2022 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.

School Mission Statement

Bring inspiration and personalization to every student's educational experience.

School Address

2280 6th Street
Oroville, CA 95965

School Telephone

530.532.5848

Dates to Remember

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

Daily Schedule

School Hours: Monday to Friday 8:00am to 4:00pm.

Elementary & Middle School Classes: Tuesday/Thursday

High School Classes: Monday/Wednesday/Friday

Check website for updates.

Staff Directory

First	Last	Extension	Title
Marissa	Vang	1100	Sr. Administrative Assistant
Mike	Murphy	1101	Principal
Shannon	McInturf	1102	Administrative Assistant
Jennifer	Lasell	1107	Library Media Technology Support
Roger	Jolliff	1119	Teacher
Jenny	Estep	1147	Teacher
Ines	Duenas	1148	School Counselor
Cathy	Maretti	1149	Teacher
Lizz	Hoguin	1151	Teacher
Christi	Collins	1152	Teacher
		1155	Parent Liaison
Chrissy	Crispin	1156	Teacher
Deanna	Alexich	1158	Teacher
CJ	Holzauer	1159	Teacher
Jay	Lawson	1160	Teacher
Nikki	Ramey	1162	Teacher
Monica	McDaniel	1165	CTE Teacher
Jessie	Hathorn	1167	Teacher
Tonya	Paul	1168	CTE Teacher
Keri	Maxwell	1169	Teacher
Yvonne	Gammell		Instructional Paraprofessional
Hugo	Ibanez-Blancas		Instructional Paraprofessional

Enrollment and Disenrollment

Enrollment Process:

1. Complete online interest form.
- A Hearthstone employee will contact you for the following:
2. Attend an optional information meeting and school tour.
 3. Complete online registration and turn in listed required and suggested paperwork.
 4. Attend registration meeting with school employee.
 5. Welcome to Hearthstone and reach out to any school employee for assistance. We are here to ensure your child's academic success.

Disenrollment:

The Disenrollment policy covers EC 47605(J), 51746(b), 51749.5(7), 55749.5 (a)(7)(C), 47605(d)(4) and (b)(5)(J)(iii)

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

Reasons for Disenrollment:

- 1) Transfer/Withdraw: Hearthstone is a school of choice. Students may choose to transfer to another educational setting at any time.
- 2) No Show/No Contact: The school shall disenroll any student who has failed to attend scheduled meetings or classes with no communication, upon enrollment. In the case of a no show/no contact situation, the following will occur:
 - a) The supervising teacher will attempt to contact the student's parent/guardian within the first three (3) days of the beginning of enrollment, and document attempted phone contacts in Aeries.
 - b) The supervising teacher will attempt to contact the student's parent/guardian via phone calls to those listed on emergency contacts if on the fourth (4th) day, the student has not started the school year, calls to the parent/guardian have been made on each of the previous days of absence with no response.
 - c) The supervising teacher will send a "Failure to Enroll" letter to the last known address on the fourth (4th) day, if the student has not started the school year, calls to the parent/guardian have been made on each of the previous days of absence with no response.

Disenrollment Based on Inadequate Academic Progress:

- 1) The school shall continually verify adequate academic progress by students in our independent study program. At Hearthstone, inadequate progress equates to a student's truancy status. Truancy is defined as excessive missed assignments, missed bi-monthly meetings or appointments, and/or lack of proper communication.
- 2) The signed Master Agreement requires the meeting of a minimum assignment goal or a process to determine if this program is in the student's best interest.
- 3) If a student is truant the following will occur:
 - a) First Occurrence:
 - i) The Supervising Teacher is to submit a Truancy Report. This first step requires the Supervising Teacher, parent and student to meet and discuss a plan for improvement. All parties are required to sign Truancy Letter #1 and plan for improvement. A Student Success Team (SST) may be held in the place of this meeting.
 - ii) The Supervising Teacher should increase the frequency of the meeting schedule to every week.
 - iii) The Truancy Report is then sent to the School Principal/designee. The school Principal/designee is to review this form and previous student records.
 - iv) The School Principal/designee shall determine if:
 - (1) The body of work assigned is appropriate and reasonable.
 - (2) The plan for improvement is appropriate for the particular student.
 - b) Second Occurrence:
 - i) Supervising Teacher is to complete a Truancy Report and forward immediately to the School Principal/designee.
 - ii) School Principal/designee should again review assignments and prior plan for improvement and contact the Supervising Teacher and any other pertinent staff to determine if there are circumstances that need consideration.
 - iii) School Principal/designee sends Truancy Letter #2 to the parent/guardian.
 - iv) School Principal/designee, Supervising Teacher, parent, and student will hold a Student Success Team to determine what further steps should be taken to help the student successfully complete their assignments. Supervising Teacher continues weekly meeting. Other support options include increased academic support, academic and social emotional counseling, and local contracted referrals for short and long-term services related to the student identified needs.
 - c) Third Occurrence:
 - i) Supervising Teacher is to complete a Truancy Report and return it to the School Principal/designee.
 - ii) The School Principal/designee sends Truancy Letter #3 to the parent/guardian. This letter includes a notification of enrollment termination and Charter School Complaint Notice. (EC) Section 47605(d)(4) and (b)(5)(J)(iii)

- iii) The student will be withdrawn from the school and the district of residence will be notified unless the parent/guardian requests an appeal within five (5) working days of the date of Truancy Letter #3.
- iv) A special meeting with School Principal/designee, Supervising Teacher, parent and student may be necessary when a parent requests an appeal.
- v) If the parent fails to respond by the predetermined disenrollment date, the student will be withdrawn.

Students Inadequate Progress Policy for Student with an IEP:

- 1) Truancy Letters are issued to all students in order to alert the student and the parent of the following:
 - a) The student has excessive missed assignments, missed meetings or appointments, and/or lack of proper communication to be in our program which follows Independent Study regulations.
 - b) The Personalized Learning setting may not be appropriate.
 - c) The Personalized Learning System of education may be contrary to the best interest of the student.
- 2) Students who have qualified for Special Education services often meet with other certificated professionals in addition to their Supervising Teacher. All certificated personnel who work with a student must alert the Supervising Teacher when assignments are not completed so that the teacher can issue the Truancy Letter to the student.
 - a) Supervising Teacher must issue a Truancy Letter for a student with an IEP according to the procedures for all students.
 - b) All certificated personnel who work with a student with an IEP must report truancy violations so that the Supervising Teacher can issue a Truancy Letter according to the procedures for all students.
 - c) After Truancy Letter #2, the School Principal/designee must be contacted and an IEP scheduled.
- 3) A Manifestation of Determination IEP will occur before notification of enrollment termination.

Handbook Accessibility (print and web)

Available on the school website and a printed copy is available at the school office upon request.

BEHAVIOR

School Rules and Discipline

Philosophy of Discipline: At Hearthstone our goal is to maintain a safe and engaging learning environment for all students. In order to do so we uphold high expectations for students' ethical and behavioral choices. We also take an objective view of behavior, recognizing that home, family, community issues, and trauma can impact a student's social emotional development. We have adopted Positive Behavior Intervention and Supports (PBIS) and Restorative Practices as positive discipline measures that preemptively teach students about expectations and personal accountability.

Positive Behavior Intervention Systems (PBIS)

Positive Behavior Interventions and Supports is an approach to supporting students to be successful in schools. PBIS was developed from research in the fields of behavior theory and effective instruction. PBIS supports all students through intervention ranging from a school-wide system to a system for developing individualized plans for specific students. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school climate.

What is PBIS at Hearthstone School?

At Hearthstone we SOAR Self-reliant, Open-minded, Appreciative and Respectful

All student receive Tier I supports, such as positive reinforcement of student behaviors, access to the curriculum and help when needed. We set high expectations and help students meet them.

If students are not responding to all of the Tier I supports, they may need more services. Tier II supports are based on the root cause of behavior and monitored closely with the expectation that students will not need extra support long term.

Why do we have school-wide expectations?

The Behavior Expectations Matrix uses the school-wide rules to identify specific behavioral expectations across school settings. All staff and students are expected to know the school-wide rules. To be most effective, regular reinforcement using the school-wide expectations will be part of the school culture.

How do we recognize students for positive behaviors?

We recognize positive behavior by giving Dragon Scales. Ideally, students should be given a Dragon Scale immediately following the appropriate behavior and be told exactly why they received the reward. In order to promote expected behavior, students need to know when and why they are being acknowledged. Dragon Scales may be spent in the student store, for school supplies, snacks and toys.

Restorative Practices

Restorative Practices are a set of principles and processes that aim to establish, maintain, and repair relationships. When harm occurs, restorative practices focus on meeting the needs of those affected by the harm while giving voice to the person who caused harm. Students experience firsthand the impact of their actions, allowing them to develop empathy, engage in collaborative problem solving, and take accountability for the harm they have caused. The aim of restorative practices is to heal relationships rather than to punish. Restorative practices are not disciplinary actions and should not be considered disciplinary responses to inappropriate behavior. A student who participates in restorative practices is still eligible and should receive a logical consequence.

Examples of restorative practices are:

Restorative questions: The restorative questions are part of an informal conversation between a student and a staff member in response to a challenging behavior or situation. The questions promote student reflection and accountability.

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Student Expectation

Students Rights and Responsibilities

Hearthstone students are expected to follow the SOAR guidelines:

Self-Reliant

Open Minded

Appreciative

Respectful

When we live by the SOAR expectations we:	And we DO NOT accept:
Treat ourselves and others with respect	Bullying and intimidation
Listen to others	Weapons

Are drug free	Fights, threats, and violence
Keep our school clean	Drug possession and sale
Have healthy friendships	Vandalism
Produce our own work	Gang activity
Maintain honesty and integrity	Cheating and plagiarism
Show empathy and compassion	Forgery
Respect the property of the school and others	Sexual harassment
Appreciate differences	Prejudice and hate crimes
Engage in safe activities	Robbery and theft
	Conduct that is disruptive to learning environments

Hearthstone has developed a progressive discipline matrix to provide evidence-based supports, interventions, and logical consequences to ensure that unwanted student behaviors are addressed in a productive and educational manner.

Dress and Grooming

All clothing must cover entire midriff, chest, buttocks and undergarment area when standing, walking, or sitting. Transparent clothing, and clothing designed to be worn as an undergarment are not permitted. The supervising Hearthstone teacher reserves the right to determine appropriate dress and to take corrective action which may include requiring the student to change their clothing, put on an over layer or to leave the school premises when the mode of dress is in question. Parents will be notified if corrective action was taken.

Gang Related Apparel

The principal shall define “gang-related apparel” and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. Such apparel shall not be permitted on a school campus.

Care of School Materials and Repayment

Students/Parents who wish to check out a Google Chromebook device provided by Butte County Office of Education must read and sign an agreement. Once completed this form must be submitted to the Hearthstone’s Library Media Tech Support provider.

Details of the agreement are as follows:

1. The student agrees to take full responsibility for his or her device.
2. BCOE shall not be liable for the loss, damage, misuse or theft of the Chromebook.
3. Students are responsible for the proper care of their provided Chromebook, including any costs of repair, replacement or any modifications needed to use the device.

4. Butte County Office of Education reserves the right to inspect a student's issued Chromebook if there is reason to believe that the student has violated the terms of the Acceptable Use Policy, or has engaged in other misconduct while using the device.
5. Butte County Office of Education shall not be held responsible for the security of the Chromebook.
6. Data accessed on the devices is used at the student/parents own risk.
7. Butte County Office of Education Students-Programs and Support Division will provide web filtering services for the provided Chromebook using a third-party application. This application will allow BCOE to monitor student web filter traffic along with GPS location while using the Chromebook.
8. Failure to abide by the terms and conditions of this agreement may result in removal of the device from the assigned user.
9. All technology devices must be returned at the end of the school year to be updated, serviced, and stored safely for the summer. Students, who withdraw, are suspended or expelled, or terminate enrollment for any reason, must return their issued technology device within 10 days.
10. Parents are responsible for downloading and storing all personal images or data prior to returning the Chromebook. BCOE will not be responsible for any lost data.
11. If a student fails to return the Chromebook at the end of the school year or upon termination of enrollment, that parent/guardian will be subject to criminal prosecution or civil liability. The parent/guardian will also pay the replacement cost of the Chromebook. Failure to return the Chromebook will result in a theft report being filed with the local police department and/or grades, diploma, and transcripts being withheld.

Misuse of Materials and Technology

See section above: Care of School Materials and Repayment

Student Cell Phones and Personal Items

Cell phones must be off or silenced and out of sight while on campus. Any phone in view will be confiscated until the end of the day, if it is a first offense. The cell phone policy applies to all students. All visitors are asked to follow the same guidelines.

Additionally, cell phones may be used at the front desk to call a ride or during an emergency. Parents must call the front desk, (530) 532.5848 x 0 to contact their child or to deliver a message.

Consequences:

- First offense: Staff will collect the phone for the student to pick-up from the school office at the end of the day.
- Second offense: Parent is notified and must pick-up the phone from the school office.
- Third offense: The student is not allowed to bring their phone to school.
- Fourth offense: Suspension or restorative practice approach.

Sexual Harassment

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

Complaint Process

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

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

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

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

Disciplinary Measures

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

Student Conduct

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 including travel to and from 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.

Conduct Code Procedures

At the beginning of the school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the appropriate student's unit. 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 taken.

Acceptable discipline techniques include, but are not limited to:

1. Use of positive behavior supports
2. Warnings and reduction of inappropriate behaviors to appropriate on task behaviors
3. Teacher-Parent-Student conference
4. Social emotional learning instruction
5. Instruction in pro-social behavior or anger management
6. Use of restorative practices

7. Referral to counseling
8. Convening a Student Study Team

Suspension

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

ACADEMICS

Academic Policies

The Hearthstone staff makes every effort to set up students for academic success; however, students and parents/guardians must equally participate by keeping appointments and ensuring that students complete their work. If a student is struggling to complete their assignments, it is essential that the student or parent contact the teacher right away by telephone or e-mail. It is equally important that students attend each meeting with the teacher. If a student is unable to attend a meeting, the parent shall call the teacher as soon as possible to notify the teacher. At Hearthstone, inadequate progress equates to a student's truancy status. Truancy is defined as excessive missed assignments, missed meetings or appointments, and/or lack of proper communication. Students with three Truancy violations will be withdrawn from the program, as stated in the Disenrollment policy.

Engagement

The following responsibilities are a list of practices that will ensure the success of your child within an Independent Study program like Hearthstone.

Parent Responsibilities

As parents, we agree to support our children's learning:

- Provide first instruction for my child (K-8), monitor work completion
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings, follow all school policies (refer to handbook) and participate in decisions related to my child's education
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings and pick up no later than 15 minutes after
- Ensure that my student has school work to complete with them if they are on campus for longer than 15 unstructured minutes

Student Responsibilities

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

- Share notices and information received from the school with my parent or guardian
- Complete and turn in my work on time, stay current on school activities and events

- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate with my parent/guardian about my learning and ask for help when I need it
- Contact my teachers promptly if I need help or have questions with my assignments
- Bring schoolwork if I am on campus, and study in the appropriate areas
- Follow the S.O.A.R behavior expectations at all times

Academic Integrity

Academic Integrity is the commitment to and demonstration of honest and moral behavior in an academic setting. All members of the school community have responsibilities relating to Academic Integrity.

Responsibilities
<p><u>Student Responsibilities:</u></p> <p>Submit original work and give credit to other peoples' ideas</p> <p>Homework is done on time and on your own, when appropriate</p> <p>Ask for help from teachers</p> <p>Surround yourself with a positive environment</p> <p>Use good time management: balance school work with extracurricular activities</p> <p>Do not cheat or get involved in any form of plagiarism</p> <p>Take pride in your work</p> <p>Actively participate in class and ask questions</p> <p>Come to school</p> <p>Help peers prevent and avoid cheating</p> <p>Do not share work with other students</p> <p>Review Academic Integrity Policy with parents/guardians</p>
<p><u>Parental Responsibilities:</u></p> <p>Communicate to the student, values of moral and ethical behavior</p> <p>Support the student's efforts, but not edit, type, or in any other way do the work</p> <p>Encourage wise use of time</p> <p>Encourage the highest standards of academic behavior from the students and their peers</p> <p>Certify agreement and knowledge of policy when registering students for school yearly</p>

Consequences for Violations

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

Violations
<p>Category A Violations include, but are not limited to:</p> <p>Claiming credit for work in a group project when work was done by others</p> <p>Copying any minor assignment, such as a one-night homework assignment (not including quizzes, tests, or essays) assigned to be done independently</p>

If it is not clear which student did the original work, and which student copied the work, both are guilty of a Category A violation
Collaboration on a minor assignment in a manner inconsistent with explicit and implicit expectations of the assignment for individual work
Sharing work on a minor assignment with another student with the reasonable expectation and intention that the other student might plagiarize that work

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

Category C Violations include, but are not limited to:
Altering a returned quiz, test, or major assignment with the purpose of deceiving the teacher about the student's performance on that assignment
Sharing, stealing, forwarding, or photographing major assignments, essays, projects, or exams (including computer-adaptive statewide assessments)
Altering grades on a computer database or in a grade book
Accessing and/or using and/or purchasing and/or selling copyrighted test bank questions, essays, or any materials designed for instructor's use only
Accessing and/or using and/or purchasing and/or selling restricted exam or related material obtained through unregulated websites

Consequences include, but are not limited to:

Category A
Student receives a zero on the assignment
Teacher may require the student to redo the assignment to evaluate understanding of material
Teacher notifies parent (via email, phone call, or at a teacher-parent meeting)
Teacher notifies administrator
Administrator logs offense in Aeries and meets with the student to review the Academic Integrity Policy
Student will be assigned detention
Teacher can require the student to redo the assignment under supervision at detention and teacher can award partial credit

Category B
Student receives a zero on the assignment
Teacher may require the student to redo the assignment to evaluate understanding of material
Teacher notifies parent (via email, phone call, or at a teacher-parent meeting)

Teacher notifies administrator

Administrator logs offense in Aeries and meets with the student to review the Academic Integrity Policy

Student's teachers are notified of the violation by administration

Student will be scheduled to work with the school counselor on a non-class day where the student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment, teacher may award partial credit

Category C

Teacher notifies administrator for the purposes of an investigation

Teacher and administrator notify parent (via email and phone call)

Student will be suspended and/or dropped from the program

The administrator and the counselor will hold a post-suspension conference with student and guardian/parent

Student receives a zero on the assignment

Teacher may require the student to redo the assignment to evaluate understanding of material

Administrator logs offense in Aeries and meets with the student to determine additional consequences, which may include being transferred to another class or program

Student may be required to complete an additional assignment that addresses the same skill or content objective being assessed by the initial assignment, teacher may award partial credit

Student's teachers are notified of the violation by the administration

Core and Elective Courses

Independent Study	Hybrid Class	On-Line Edgenuity	Hearthstone Course ID	Hearthstone Course Title
	X		7238-1	Advanced Theater Performance
			7236-1	Intro to Professional Theater
	X		7237-1	Intermediate Professional Theater
	X		5755-0	Digital Photo 1
	X		5621-1	Digital Yearbook A
	X		5755-1	Digital Photo 2
	X		5621-2	Digital Yearbook B
	X		4257-1	Medical & Hospital Careers
		X	2198-3	Academic Success
X			2710-2	African Experience
X			2803	Art History
		X	2803-8	Art History 1 p
	X		9000	Art Studio
X			5652-1	Auto Year 1
X			5655-1	Auto Year 2
	X	X	2603-0	Biology
X			2401	Business Math
X			2722-4	Career Education
	X		7000-1	Career Focus
	X		2537-1	Career Pathways
		X	2722-6	Career Planning & Development
X			5507-1	Carpentry
		X	9002	Chemistry
X			4321-1	Child Development & Guidance
X			2198-1	College Vocabulary
X			2112-1	Communication
		X	2112-8	Communication & Speech p
X			4398-1	Community Service
X			4498-1	Cooking
X			2806-1	Drawing
X			2545-1	Driver Education
X		X	2618	Earth Science
X	X		2701	Economics
		X	2701-8	Economics p
X			4098-1	Elective Agriculture Project
X			2198-2	Elective English Project
		X	6001-2	Elective English Support
X			2798-1	Elective History-Social Science
X			5549-1	Elective Manufacturing/Industrial Project
		X	9004	Elective Math Support
X			2512-1	Elective PE
X			2358-1	Elective Performing Arts Project
X			2898-1	Elective Visual Art Project
X	X	X	2131-0	English 10
X	X	X	2132-0	English 11
X	X	X	2133-0	English 12
X	X	X	2130-0	English 9

Independent Study	Hybrid Class	On-Line Edgenuity	Hearthstone Course ID	Hearthstone Course Title
X			2113-1	English Composition
X			2102-3	English Vocabulary
X			2106-1	Film & Literature
		X	2401-8	Financial Math p
X			4361-1	Food & Nutrition
X	X		2823-0	Fundamentals of Art
X			2702-1	Geography
X	X		2703	Government & Civics
X			2703-1	Government & Civics 2
		X	2703-0	Government p
X			2535	Health
X			2535-1	Health Education 2
		X	2535-8	Health p
		X	7920-8	Health Science Concepts p
X			4381-1	Housing & Furnishings
X			2308-1	Instrumental Music
	X	X	2425-0	Integrated Math I
	X	X	2426-0	Integrated Math II
	X	X	2427-0	Integrated Math III
		X	7400-8	Intro to Business p
		X	2451-1	Intro to Coding
X			2732-1	Intro to Law
	X		9001	Intro to Robotics
X			2710-1	Latino Experience
X		X	2621	Life Science
	X		2402	Math Readiness
		X	7921-8	Medical Terminology p
X			2307	Music Appreciation
X			2307-1	Music Exploration
		X	7922-8	Nursing Assistant p
X		X	2514	PE 1
X		X	2515	PE 2
		X	7500-8	Personal Finance p
		X	7923-8	Pharmacy Technician p
X	X	X	2610-0	Physical Science
X			2714-1	Psychology
		X	2714-8	Psychology p
X			4412-1	Sewing
X			2715-1	Sociology
		X	2715-8	Sociology p
	X	X	2206-0	Spanish 1
	X	X	2207-0	Spanish 2
		X	9003	Statistics p
	X		2719-2	Student Leadership
X	X	X	2709-0	U.S. History
		X	2702-8	World Geography p
X	X	X	2711-0	World History

Homework, Make-up Work, Extra Credit

Homework can be assigned by any classroom teacher and Independent Study teacher working with a student. Acceptable homework assignments may include, but are not limited to essays, projects, research papers, presentations and skills intervention. Teachers may assign students online work through Edgenuity, which is a part of the student's overall course grade.

Students are expected to contact the teacher for work missed during an absence, and to complete that work in a timely manner, as specified by the teacher. Work assigned on a student Learning Plan is expected to be completed prior to a teacher-student meeting. Work that is not completed on time can be completed at the teacher's discretion. Make-up work will be provided upon student or parent request.

Extra credit work is assigned at the teacher's discretion and should be completed, as assigned.

Graduation Requirements

Hearthstone School staff is committed to preparing all students to meet the necessary requirements to earn a high school diploma. Students must complete all credit requirements and pass the equivalent of a one-year Algebra course to earn a diploma. However, there are other options available to students who do not meet these requirements, as outlined in the BCOE Administrative Regulations.

BCOE High School Diploma		College Entry Requirements	
Subject Area	Hearthstone School	CSU	UC system
English	40	4 years (*Eng 9, *10, *11, *12)	4 years (*Eng 9, *10, *11, *12)
Mathematics**	20	3 years (*Algebra I, *Geometry,*Algebra II or *Integrated Math I, II, III)	3 years required 4 preferred (*Algebra I, *Geometry,*Algebra II or *Integrated Math I, II, III)
Fine Arts or Foreign Language	10	1 year Fine Arts and 2 years Foreign Language***	1 year Fine Arts and 2 years Foreign Language*** (3 preferred)
*World History	10		1 year
*US History	10	1 year	1 year US History OR 1 semester US History and 1 semester US Govt/Civics
US Government/ Civics	5	1 semester	

Economics	5		
Life Science	10	1 year (must be a lab science) (*Biology)	2 years required 3 preferred (must be a lab science) (*Biology, *Physical Science)
Physical Science	10	1 year (must be a lab science) (*Physical Science)	
PE	20		
Electives	75	College prep = 1 year	
TOTAL	220	See CSU/UC approved course list for electives	
Assessments	ACT or SAT SAT Subject Matter	ACT or SAT SAT Subject Matter Tests College Placement Tests	

*Hearthstone courses offered through the Hybrid option meet the A-G requirements for admission to CSU and UC.

**Pupil must complete 10 credits of Algebra I coursework that meets the academic content standards 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.

***Student must take the same foreign language to meet this requirement.

Graduation Course Requirements (SP 6146.1)

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

Students shall be eligible for graduation and participation in 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

Transferable Courses (EC 47605(5)(A)(iii))

Upon enrollment, High School students are informed of all transferable courses to other public high schools and the eligibility of courses to meet college entrance requirements. School Counselor and Supervising Teachers review student's 4-year academic graduation plan to ensure that all students' college and career goals are aligned with the courses being taken.

UC/CSU College Entry Requirements

Currently, Hearthstone offers English, Math, Science, Foreign Language, Art and Social Science courses that meet the A-G requirements. Hearthstone School is continuing to submit courses to meet these requirements and will update parents and students as courses are approved.

Graduation Requirements

Students will need to complete all BCOE requirements, including Algebra I or equivalent, to graduate.

Certificate of Completion

The County Superintendent may grant a Certificate of Completion to students who are assessed with the California Alternative Performance Assessment (CAPA) and who have met the standards specified in his/her approved IEP.

State and Local Assessments

Statewide Testing

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

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

- **Smarter Balanced Assessment Consortium Assessments**
The Smarter Balanced computer adaptive assessments are aligned with the California State Standards. English language arts/literacy (ELA) and mathematics tests are administered in grades three through eight and grade eleven to measure whether students are on track to college and career readiness. In grade eleven, results from the ELA and mathematics assessments can be used as an indicator of college readiness.
- **California Science Tests (CAST)**
The computer-based CAST measures students' achievement of the California Next Generation Science Standards (CA NGSS) through the application of their knowledge and skills of the Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts. The CAST is administered to all students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).
- **California Alternate Assessments (CAAs)**
Only eligible students—students whose individualized education program (IEP) identifies the use of alternate assessments—may participate in the administration of the CAAs. Test examiners administer the computer-based CAAs for ELA, mathematics, and science one-on-one to students. **Students in grades three through eight and grade eleven will take the CAA for ELA and mathematics.** Test items developed for ELA and mathematics are aligned with the CCSS and are based on the Core Content Connectors.

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

English Language Proficiency Assessments for California

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

Physical Fitness Test

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

Exemptions

Pursuant to California Education Code Section 60615, parents/guardians may annually submit to the school a written request to excuse their student from any or all of the CAASPP assessments. Exemption requests must be made annually in writing and submitted to the school Principal. Parents and students are cautioned that exempting students from certain state tests (such as the grade 11 Smarter Balanced Tests in English and/or Math) will make students ineligible for state and federal recognition programs such as the State Seal of Biliteracy, the Golden State Seal Merit Diploma, the President's Awards (for Educational Excellence and Achievement) and the Early Assessment Program of College Readiness. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil's records. For more information, contact the school Principal.

Grades and Repeating Classes

The Hearthstone staff makes every effort to set up students for academic success; however, students and parents/guardians must equally participate by keeping appointments and ensuring that students complete their work. If a student is struggling to complete his/her assignments, it is important that the student or parent contact the teacher right away by telephone or voicemail. It is equally important that students attend each meeting with the teacher. If a student is unable to attend a meeting, the parent or student **MUST** call the teacher as soon as possible to notify the teacher. Students who consistently miss teacher meetings (more than two in a semester) will be evaluated for continued enrollment. (See section Enrollment and Disenrollment).

Credit Requirements

Typically, a student will enroll and complete at least 30 credits per semester. Prior approval must be made by the principal or designee for students enrolled in more than 40 credits. Students must enroll in, and earn a minimum of 20 credits per semester. Students earning less than 20 credits in a semester will be supported through a Student Study Team and evaluated for the appropriateness of an Independent Study placement.

Evaluation/ Grading

Student work is evaluated through a variety of methods including reviewing student work, performance assessment and direct communication with the teacher. All methods are important for the teacher to determine the level of mastery of student learning.

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:

90% to 100%	=	A
80% to 89%	=	B
70% to 79%	=	C
60% to 69%	=	D
0% to 59%	=	F

Grading scale: TK-3

O	Outstanding
G	Good
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Report Card / IEP Goals Mastery Updates

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

Regulations Regarding Grades/Evaluation of Student Achievement AR 5121

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

Teacher or Counselor will notify Students of any course in which they will earn a "Pass" or "Fail" grade instead of an A-F grade.

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 once for taking the course.

Challenging Courses by Examination (SP 6155)

Hearthstone 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 a reasonable chance for success in the next level course. Students wishing to challenge a course, should speak with their teacher.

Withholding Grades, Diploma, or Transcripts

Hearthstone 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 (refer to Behavior section). This notice includes a statement that Hearthstone may withhold grades, diploma or transcripts from the student and parent/guardian until reparation is made.

If reparation is not made, Hearthstone 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 Hearthstone 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 Principal or designee shall notify the parent/guardian in writing that Hearthstone's decision to withhold grades, diploma or transcript will be enforced by the new district.

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

STUDENT HEALTH AND SUPPORTS

Guidance and Counseling Programs

Hearthstone school counselors possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. The school recognizes that a structured, coherent and comprehensive counseling program promotes academic achievement and serves the diverse needs of all students. Counseling staff shall be available to provide students with individualized reviews of their educational progress toward academic and/or career and vocational goals and, as appropriate, may discuss social, personal, or other issues that may impact student learning.

At Hearthstone, the school engages with, advocates for, and provides support for all students with respect to learning and achievement. The school plans, implements, and evaluates programs to promote the academic, career, personal, and social development of all students, including, but not limited to, students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities. The school uses multiple sources of information to monitor and improve student behavior and achievement. The staff enjoys collaborating and coordinating with school and community resources. The school promotes and maintains a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support improving school climate and student well-being. The school enhances students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs.

Educational Counseling Program

The program develops and implements, with parent/guardian involvement, the student's immediate and long-range educational plans. Teachers provide the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes. High school students are provided academic planning for access and success in higher education programs, including advisement on courses needed for admission to public colleges and universities, standardized admissions tests, and financial aid.

Hearthstone provides career and vocational counseling, in which students are assisted with planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition. Students will become aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success. Students will learn realistic perceptions of work, the changing work environment, and the effect of work on lifestyle to understand the relationship between academic achievement and career success, and the importance of maximizing career options. They will understand the value of participating in career technical education and work-based learning

activities and programs, including, but not limited to, service learning, regional occupational centers and programs, partnership programs, job shadowing, and mentoring experiences. The staff will provide information on the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures. The school offers concurrent enrollment with Butte Community College. College units earned will be honored at Hearthstone.

Hearthstone's educational counseling program may include, but not be limited to, identification of students who are at risk of not graduating with the rest of their class, development of a list of coursework and experience necessary to assist students to satisfy the curricular requirements for college admission and successfully transition to postsecondary education or employment, and counseling regarding available options for a student to continue their education if they fail to meet graduation requirements. Hearthstone shall establish and maintain a program of guidance, placement, and follow-up for all high school students subject to compulsory continuation education. No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 – Non-discrimination. In addition, our counselor shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are non-traditional for that student's sex. With student permission we will release information to colleges and prospective employers, including military recruiters.

Personal or Mental Health Counseling

The school counselor may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by their credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance. Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law. Any information of a personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. A counselor shall consult with Butte County Office of Education's legal counsel whenever unsure of how to respond to a student's personal problem or when questions arise regarding the possible release of confidential information regarding a student.

Crisis Counseling

When students are confronted with a traumatic incident, the school provides a prompt and effective response by our school counselor. The crisis protocol will be provided with a comprehensive approach. Staff will provide prevention and intervention designed to assist students and parents/guardians before, during, and after a crisis. In addition, the counselor shall identify crisis counseling resources to train staff in effective threat assessment, appropriate response techniques, and/or methods to directly help students cope with a crisis, if one occurs. Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

Medical and Medication

Hearthstone recognizes that during the school day, some students may need to take medication prescribed or ordered by an authorized health care provider to be able to fully participate in the educational program. For any student with a disability, as defined under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, necessary medication shall be administered in accordance with the student's individualized education program or Section 504 services plan. If a parent/guardian chooses, they may

administer the medication to their child at school or designate another individual who is not a school employee to do so on their behalf. In addition, upon written request by the parent/guardian, and with the approval of the student's authorized health care provider, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.

Health Examinations

Authorized school officials may administer to any student any physical examination or screening permitted under California law. However, no student shall be subjected to a nonemergency, invasive physical examination without prior written notice to his/her parent/guardian, unless an applicable state law authorizes the student to provide consent without parent/guardian notification. Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a properly authorized hearing, vision, or scoliosis screening.

Administration of Medication by School Personnel

Any medication prescribed by an authorized health care provider, including, but not limited to emergency anti-seizure medication for a student who suffers epileptic seizures, auto-injectable epinephrine, insulin, or glucagon, may be administered by the school nurse or other designated school personnel only when the Principal or designee has received written statements from both the student's parent/guardian and authorized health care provider. School nurses and other designated school personnel shall administer medications in accordance with law, Butte County Superintendent's Policy and Administrative Regulations and shall be afforded appropriate liability protection.

When medically unlicensed personnel are authorized by law to administer any medication to students, such as emergency anti-seizure medication, auto-injectable epinephrine, insulin, or glucagon, the Principal or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by and provided with emergency communication access to a school nurse, physician, or other appropriate individual.

Site Administration or designee shall maintain documentation of the training, ongoing supervision, as well as annual written verification of competency of such other designated school personnel.

In an emergency situation such as a public disaster or epidemic, a trained, unlicensed school employee may administer medication to a student.

Comprehensive Sexual Health & HIV/AIDS Instruction

Each year, Hearthstone offers a Sexual Health and HIV/AIDS course to 7th and 9th graders. The Sexual Health Education course meets the states comprehensive requirements.

Parents/guardians are allowed to review the Sexual Health Education curriculum upon request with their Supervising Teacher. All parents/guardians are given the opportunity during registration or after in writing to request that their child not participate in all or part of any comprehensive sexual health education, HIV/AIDS prevention education or assessments related to that education.

Suicide Prevention

If you know of a student in crisis, please immediately contact your Supervising Teacher, School Counselor, or another trusted adult at school or home.

Hearthstone recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, Hearthstone has developed measures and strategies for suicide prevention, intervention, and postvention.

Such measures and strategies include, but are not limited to:

- 1) Staff development on suicide awareness and prevention for teachers, school counselors, and other school employees who interact with students
- 2) Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
- 3) Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
- 4) The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
- 5) Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
- 6) Crisis intervention procedures for addressing suicide threats or attempts
- 7) Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

Food Services

According to the Free and Reduced Lunch Program, Hearthstone School provides morning snack and lunch, daily, at no cost to students. Those snacks meet our Butte County Office of Education wellness policy guidelines. Hearthstone School includes nutrition education in its health curriculum.

SAFETY

Data and Student Privacy

Hearthstone follows the guidelines stated in the Family Educational Rights and Privacy Act (FERPA) addressing the privacy of students' educational records.

FERPA gives parents/guardians certain rights regarding their child(ren)'s education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students."

Except under certain specified circumstances, FERPA affords parents/guardians or eligible students the right to inspect and review the student's education records. Parents/guardians or eligible students have the right to request that Hearthstone correct records that they believe to be inaccurate or misleading. If Hearthstone does not amend the record as requested, the Hearthstone will offer the parent/guardian or eligible student a hearing on the matter.

Exceptions to Written Parental Consent Requirement

Records may be disclosed by Hearthstone or BCOE to the California Department of Education (CDE), as the State educational authority, without prior written consent if the disclosure is in connection with:

- An audit or evaluation of federal or state-supported education programs
- The enforcement of or compliance with federal legal requirements relating to such programs
- Records may be disclosed without prior written consent under certain other circumstances, including the following:
 - Disclosures to other school officials, including teachers, within the district whom the school or district has determined to have legitimate educational interests
 - Disclosures, subject to certain restrictions, 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 as long as the disclosure is for purposes related to the student's enrollment or transfer
 - Disclosures to organizations conducting studies for, or on behalf of, schools or districts to:
 - Develop, validate, or administer predictive tests
 - Administer student aid programs
 - Improve instruction
 - Disclosures in connection with a health or safety emergency
 - Disclosures of appropriate information regarding specified disciplinary actions to teachers and school officials, including those in other schools, who have legitimate educational interests in the behavior of the student

Hearthstone or BCOE may disclose directory information from education records without consent as long as it has notified parents/guardians and eligible students of the:

- Types of information the school or district has designated as directory information
- Right of parents/guardians and eligible students to opt out of disclosure of directory information

Directory information can include the student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

Emergency Procedures

Hearthstone's Comprehensive School Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency or disaster. The plan is very comprehensive due to the wide variety of known and unknown disasters or emergencies that could occur. While not all crises are listed, response procedures are easily adaptable to any situation.

Crises, disasters and emergencies can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: "All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law." It is

paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan's effectiveness is the ability to apply it.

It is the sincere hope of Hearthstone that no major crisis, disaster or emergency ever occurs, however if one does, it is intended that this plan will help ensure the safety of students and staff in life threatening circumstances.

Parent Volunteers and Visitors

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, including advisory, decision-making, advocacy roles, and activities to support learning at home.

Parent volunteers are always encouraged on campus. Any parent who wants to volunteer on a regular basis must have fingerprints on file with the Butte County Office of Education. Parent volunteers must be approved by their student's teacher, as well as, the school administrator. Visitors must sign in using the electronic sign-in technology and sign-out upon leaving campus. Any visitors must be approved by the school administrator.

Field Trips and Transportation of Students

Field trips, or excursions for the purpose of furthering a class's study of a particular subject, are recognized as an integral part of the instructional program. In planning such trips, teachers shall take into consideration distance from school, transportation requirements, safety of pupils, adequate supervision, and expense. In cases where students are leaving campus, specific parental approval for individual children to participate must be obtained. All field trips must receive prior approval from the program supervisor.

Transportation may be provided by school staff who have provided the proper insurance and driving documents to Hearthstone clerical staff. In accordance with appropriate safety standards, the County Superintendent may establish regulations and procedures to allow parents to provide transportation. Field trips or excursions that are not directly related to the instructional program but are seen as beneficial to the participants must be approved by the Associate Superintendent on an individual basis. Field trips that are not directly related to the instructional program include, but are not limited to, extracurricular trips that broaden the students' education beyond the normal classroom curriculum. Such extracurricular trips may be related to club, team or special interest group activities. All trips, whether or not related to the education program, that require an overnight stay must be submitted to the Associate Superintendent for approval on an individual basis. No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. Students with transportation or funding concerns should contact Hearthstone's front office, Enrichment Coordinator, Supervising Teacher, or Site Administration.

Procedures for Student Injury

Reporting Student Accidents

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

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

Accident/Incident Reporting Form: See Appendix

Annual School Climate Survey

Students grades 3rd-12th and school staff take an annual School Climate Survey. The analysis results are presented at School Site Council, Staff Meetings, and other educational events throughout the year. Data informs areas of school-wide growth. Parents may elect to have their students not participate in the survey at registration or in writing throughout the school year.

ENGAGEMENT

Communication, Conferences and Staff Accessibility

Communication is a key component to a student's success at Hearthstone. As an Independent Study program, parents, teachers, and students are expected to communicate regularly. In the case of a missed meeting or class, a parent/guardian is required to contact the teacher directly on the day of the absence.

Communication provides parents frequent reports on their child/children's progress. Communication includes:

- Parent-teacher conferences/meetings during which the parent/student compact will be discussed as it relates to individual achievement, report cards completed every semester
- Detailed Academic Probation letters within a timely manner
- Staff members respond to email and phone messages within a timely manner
- Appointments are available with any staff member working with the student
- Teacher-Parent-Student Meetings
- Teachers meet with students and their parent/guardian weekly or bi-weekly, but no longer than 20 days between meetings. At the first meeting:
 - Teacher and parent/guardian determine the day and time for regularly scheduled meetings.
 - Parents/Guardians are expected to contact the teacher (via e-mail or phone call) in the event of needing to reschedule a meeting.

Conferences

A parent/guardian can request a conference with a teacher, counselor, or administrator by completing the Request for Assistance form or contacting the teacher or office staff. Request for Assistance forms are available at the sign-in table or from an office staff member.

Staff Accessibility

Staff contact information (phone extension and e-mail address) can be found on the school website and in the student planner.

Parent-Community Engagement Opportunities

Hearthstone holds four (4) all-school events each year that include families and community members. The events are interactive and promote Hearthstone's positive school culture. Other events such as field trips and guest speakers take place throughout the school year in which all families and community members are invited.

All School events include:

- The Hearthstone Harvest Festival is the fall event where staff provide educational interactive activities for families and community members. The Garden Club provides healthy snacks and plants for purchase from our garden, and provide food for attendees.
- The All School Skate is one of the winter events in which students and families in grades K-12 can attend a skating field trip. Community members are always welcome to join in the fun, and many parents attend with their children.
- The Gratitude Gathering is a winter event in which community members and partners, staff, and parents participate in a school community soup cook-off. The Garden Club provides healthy snacks made from the school garden, and the school sells raffle tickets for various prize baskets. The community is drawn in through donations and BCOE staff are invited to participate as well.
- The Expo is the spring event in which staff showcase student work around the school. The community is invited to experience various presentations by students and staff as well as join the staff for dinner.

SCHOOL SITE STAFF

Staff Professional Learning

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

ATTENDANCE

Pupil Attendance and Absences

Daily attendance is a key element in the educational and social progress of students. All children between the ages of 6 and 18, whom not exempted, are required to attend school. Days of attendance are measured by assignments completed. To comply with attendance requirements for Hearthstone, students and parents must:

- Complete assignments as outlined on the Student Learning Plan
- Meet regularly with the assigned staff members(s)
- Attend assigned on site classes

Hearthstone provides personalized learning through Independent Study and opportunities for first instruction through a Hybrid Option (blended Independent Study with classroom instruction) that aims to strengthen the school's relationship with parents and community to prepare students for a career, college and life.

Missing a scheduled appointment, lack of attendance in on site classes, or failure to complete assignments may result in an immediate attendance referral and potential disenrollment (refer to Enrollment and Disenrollment). Hybrid classes require a commitment to attendance and promptness. Lack of attendance in on site classes will result in loss of the Hybrid Option.

Excused and Unexcused Absences

There are no excused absences at Hearthstone. Students may be excused from classroom activities for illness. This does not exempt them from completing the work assigned independently. If an illness is significant enough to require exemption from work assigned independently a doctor's note will be required.

Three absences are considered significant; the student will be placed on Academic Probation and may result in action up to and including disenrollment in classes.

Late Arrival and Early Departure Instructions

Students are to be dropped off/picked up no more than 15 minutes prior to/after start of class and scheduled meetings. Parents and students must ensure the student has school work to complete if they have more than 15 unstructured minutes between classes.

Truancy

Students are considered truant when they have six (6) unexcused absences within one (1) year and will be reported to the Student Attendance Review Board and may result in disenrollment.

Students and parents/guardians may choose that the student return to the traditional school setting if this model is not working for them.

APPENDIX: STATE AND FEDERAL REQUIREMENTS

AB2022 Mental Health Services

Pursuant to Education Code Section 49428 as amended by AB-2022 in September, 2018, schools are required to notify pupils and parents or guardians of pupils no less than twice during the school year on how to initiate access to available pupil mental health services on campus or in the community. Any pupil and parent or guardian of a pupil may refer a student for mental health services by contacting the school administrative office. A school counselor and/or school psychologist can also provide information about other options to access mental health services within the community. To access mental health services within the community, please contact the Butte County Department of Behavioral Health at 88 Table Mountain Blvd., Oroville, CA 95965, 530.538.2158, www.buttecounty.net/behavioralhealth/

Hearthstone provides the following counseling services:

- one-on-one counseling
- small group counseling/support
- mediation
- Butte County Behavioral Health referral
- ERMHS referral

Butte County Behavioral Health Inserts



BUTTE COUNTY DEPARTMENT OF BEHAVIORAL HEALTH: HERE TO SERVE YOU

Butte County Department of Behavioral Health remains committed to providing mental health, prevention and substance use disorder services to you during the Coronavirus crisis!

- ♦ We are **accepting new referrals** for SUD and Mental Health Services for all beneficiaries with Butte County Medi-Cal
- ♦ Students may **continue to be referred** through BCDBH at **DBHQM@buttecounty.net**
- ♦ Services are provided via Video or Phone
- ♦ Each of our community partners have joined us in the commitment to **continue to serve** Butte County's youth during these unprecedented times



**Contact us: DBHQM@buttecounty.net
(530) 879-2456**

Visit us: www.buttecounty.net/behavioralhealth/

Crisis Line: (530) 891-2180 or (800) 334-6622

Talk Line: (855) 582-5554





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- ♦ Each of our community partners have joined us in the commitment to **continue to serve** Butte County's beneficiaries during these unprecedented times
- ♦ Services are being provided by Video or Phone

Contact us today to discuss our services

Visit us online: www.buttecounty.net/behavioralhealth

Chico

Youth Mental Health: (530) 891-2945
Adult Mental Health: (530) 891-2784
Substance Use Disorder: (530) 879-3950
Perinatal: (530) 879-3363

Oroville

Youth Mental Health: (530) 538-2158
Adult Mental Health: (530) 538-7705
Substance Use Disorder: (530) 532-7277
Perinatal: (530) 538-4359

Paradise

Youth Mental Health: (530) 872-6328
Adult Mental Health: (530) 877-5845

Gridley

Youth & Adult Mental Health: (530) 846-7309

Prevention Services: <http://www.butteyouthnow.org>

Crisis Line: (530) 891-2180 or (800) 334-6622 **Talk Line:** (855) 582-5554

BCOE Local Services Guide

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

California Children's Services

Administrative Office

2491 Carmichael Drive, Suite 400

Chico, CA 95928

(530) 895-6546

Medical Therapy Programs

Little Chico Creek Elementary School

2090 Amanda Way
Chico, CA 95928

(530) 879-7408

Sierra Del Oro Elementary School

2900 Wyandotte Avenue
Oroville, CA 95966

(530) 532-5696

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

Counseling and Mental Health Services

African American Family and Cultural Center

Support groups, activities, and classes for African Americans in the Oroville area.

African American Cultural Center**(530) 532-1205**

3300 Spencer Avenue, Oroville, CA 95966

Butte County Department of Behavioral Health

Provides 24-hour telephone and personal crisis intervention and counseling by appointment. Substance abuse services, group counseling, and referrals to in-patient substance abuse facilities.

Crisis Intervention Toll Free Line**(800) 334-6622****Local Crisis Intervention Line:****(530) 891-2810****Chico Community Counseling Center:****(530) 891-2945**

109 Parmac Road, Suite 1, Chico, CA 95926

Chico Adult Outpatient Center:**(530) 891-2784**

560 Cohasset Road, #175, Chico, CA 95926

Oroville Adult Services:**(530) 538-7277**

2430 Bird Street, Oroville, CA 95965

Butte County Behavioral Health:**(530) 846-7305**

995 Spruce Street, Gridley, CA 95948

Paradise Adult Services:**Adult (530) 877-5845**

7200 Skyway, Paradise, 95969

Youth (530) 872-6328**Adult Inpatient Psychiatric Health Facility:****(530) 891-2775**

592 Rio Lindo Avenue, Chico, CA 95926

Psychiatric Health Facility for individuals on 72-hour hold

Iversen Wellness and Recovery Center:**(530) 879-3311**

492 Rio Lindo Avenue, Chico, CA 95926

California State University, Chico Counseling Training Center

Free counseling provided by CSU, Chico Graduate students.

WellCat Counseling Center**(530) 898-6345**

Offers both individual counseling & group therapy sessions for CSU students currently enrolled in classes

CSUC Counseling Training Center**(530) 898-5149**

Couple/family or individual therapy for non-CSUS students

Crisis Counseling available 24 hours a day/7 days a week:

(530) 898-6345

Catalyst Domestic Violence Services

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

24 Hour Hotline

(800) 895-8476

Catalyst

1931 Arlin Rhine Drive, Oroville, CA 95966

(530) 532-6427

Feather River Tribal Health

Provides behavioral health services. Accepts Medi-Cal and Medi-Care.

Feather River Tribal Health

2145 5th Avenue, Oroville, CA 95965

(530) 534-5394

The Growing Place

Counseling center, providing a wide range of psychotherapy, life coaching, and mental health education.

The Growing Place

1074 East Avenue, Suite A4, Chico, CA 95926

(530) 588-0448

Hmong Cultural Center of Butte County

Individual and family support, referrals for general social services, and support groups.

Hmong Cultural Center

1940 Feather River Blvd, Suite H, Oroville, CA 95965

(530) 534-7474

Northern Valley Catholic Social Services (NVCSS)

Low-cost or free counseling and support services to individuals and families. Butte Baby Steps, TAPP (teenage parenting program), Disaster Case Management (support with natural disasters), and Promotores (supports Latino families).

NVCSS Chico

10 Independence Circle Chico, CA 95973

(530) 345-1600

NVCSS Oroville

2185 Baldwin Avenue, Oroville, CA 95966

(530) 538-8221

Northern Valley Talk Line

Free telephone support for those needing non-crisis response to troubles, questions, and concerns.

Northern Valley Talk Line

(855) 582-5554

Rape Crisis Intervention and Prevention

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

Crisis Line

Office

(530) 342-7273

(530) 891-1331

2889 Cohasset Road #2, Chico, CA 95973

Shalom Free Clinic

Free drug and alcohol intervention, mental and behavioral health counseling and referrals, and health screenings and education.

Shalom Free Clinic

(530) 342-2445

1010 Mangrove Avenue, Suite D Chico, CA 95926

Stonewall Alliance Center

Outreach to LGBTQ youth and young adults to provide information, education, and support in prevention of suicide and suicide risk.

Stonewall Alliance

(530) 893-3336

358 East 6th Street, Chico, CA 95928

Victor Community Support Services

Programs and support for children, youth, young adults and families.

Victor

(530) 267-1700

1360 East Lassen Avenue, Chico, CA 95973

Youth for Change

Counseling services for children and adolescents.

Youth for Change

(530) 877-1965

3259 Esplanade, Suite 103, Chico, CA 95973

Family Resources

The Axiom

The Axiom is a youth center in downtown Oroville focused on building platforms for success for students to realize and utilize their untapped potential. Now offering distance learning support. Hours: Mon-Thurs 8:15AM to 12:30PM. Axiom regular hours: Mon-Fri 12:30PM to 5:00PM.

The Axiom

(530) 533-8010

1420 Myers Street, Oroville, CA 95965

Boys and Girls Club

Recreation, education and leadership programs for children and teens.

Chico Clubhouse

(530) 899-0335

601 Wall Street, Chico, CA 95928

Chico Teen Center

(530) 879-5653

628 Wall Street, Chico, CA 95928

Oroville

(530) 533-3139

2959 Lower Wyandotte Road, Oroville, CA 95965

Butte Community College

Main Campus

3536 Butte Campus Drive, Oroville, CA 95965

(530) 895-2511

Chico Center

2320 Forest Avenue, Chico, CA 95928

(530) 895-1352

Butte Glenn 211

24-hour quick access to free and low-cost services in Butte County.

Butte Glenn 211

www.helpcentral.org

Dial 211

Butte County Department of Employment and Social Services (DESS)

DESS Chico

765 East Avenue Chico, CA 95926

(530) 895-4364

DESS Oroville

78 Table Mountain Blvd, Oroville, CA 95965

(530) 538-7711

Adult Protective Services

(530) 538-7883

Adult Protective Services Reporting Line

(800) 664-9774

In-Home Supportive Services

(530) 538-7538

Public Guardian

(530) 538-7251

Butte County Library

Free access to books and computers.

Chico Library

1108 Sherman Avenue, Chico, CA 95926

(530) 552-5652

Oroville Library

1820 Mitchell Avenue, Oroville, CA 95966

(530) 552-5652

Biggs Library

464A B Street, Biggs, CA 95917

(530) 552-5652

Durham Library

2545 Durham-Dayton Hwy, Durham, CA 95938

(530) 552-5652

Gridley Library

299 Spruce Street, Gridley, CA 95948

(530) 552-5652

Literacy Services

(888) 538-7198

CalFresh

Food stamp benefits for eligible families and people.

CalFresh**(877) 410-8803**

<http://www.c4yourself.com/>

Chico: 2445 Carmichael Drive, Chico, CA 95928

Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

CalWORKs

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

CalWORKs**(877) 410-8803**

<http://www.c4yourself.com/>

Chico: 2445 Carmichael Drive, Chico, CA 95928

Oroville: 78 Table Mountain Blvd, Oroville, CA 95965

California Low Cost Auto Insurance

Low cost auto insurance for qualifying California residents.

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

www.mylowcostauto.com

**California State University, Chico
CSUC****(530) 898-4636**

400 West 1st Street, Chico, CA 95929

Caring Choices

Disaster Case Management, HIV work, In-House Mental Health Counseling, and Food Pantry.

Caring Choices**(530) 899-3873**

580 Manzanita Avenue, Suite 5, Chico, CA 95926

Center for Healthy Communities

CalFresh outreach and nutrition education.

Center for Healthy Communities**(530) 898-5323**

25 Main Street, #101, Chico, CA 95926

Chico Area Recreation and Park District

Recreation programs, community events, and classes for children, adults, and seniors.

CARD**(530) 895-4711**

545 Vallombrosa Avenue, Chico, CA 95926

Computers for Classrooms, Inc.

Provides working computers for low income families and individuals.

Computers for Classrooms**(530) 895-4175**

411 Otterson Drive, Suite 100, Chico, CA 95928

Facebook for Sale Groups

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

Chico Needs II: <https://www.facebook.com/groups/294345793953524/>

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

Four Winds Indian Education Center

After school programs, GED preparation, cultural classes, and health education and prevention.

Four Winds

(530) 895-4212

2345 Fair Street, Building 6, Chico, CA 95928

Freecycle Network

Online network for free and donated items.

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

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

National Parent Helpline

Emotional support, listening, and referrals to parenting resources and support.

Helpline

(855) 427-2736

www.nationalparenthelpline.org

(855) 4 A PARENT

Oroville Adult Education Center

Academic and vocational training for all ages.

Oroville Adult Education

(530) 538-5350

2750 Mitchell Avenue, Oroville CA 95966

Valley Oak Children's Services

Childcare referrals and programs for low-income families.

Valley Oak

(530) 895-3572

3120 Cohasset Road, #6, Chico, CA 95973

Health and Wellness

Addus Home Health Services

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

Addus

(530) 566-0405

196 Cohasset Road, #270 Chico, CA 95926

Ampla Health

Comprehensive medical and dental services, accepts Medi-Cal.

Chico

(530) 342-4395

680 Cohasset Road, Chico, CA 95926

Chico Dental

(530) 342-6065

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

Oroville

(530) 534-7500

2800 Lincoln Street, Oroville, CA 95966

Gridley

(530) 846-6231

520 Kentucky Street, Gridley, CA 95948

Butte County Public Health

Free family planning services, immunizations, confidential testing, and health education services.

Chico Clinic

(530) 879-3665

695 Oleander Avenue, Chico, CA 95926

Oroville Clinic

(530) 532-3918

78 Table Mountain Blvd, Oroville, CA 95965

Tobacco Information

(530) 552-3933

202 Mira Loma Drive, Oroville, CA 95965

Butte Home Health and Hospice

Home health care services, accepts Medi-Cal.

Butte Home Health and Hospice

(530) 895-0462

10 Constitution Drive, Chico, CA 95973

Caring for Women Pregnancy

Free pregnancy tests, education, parenting classes, and resources (diapers, wipes, etc.).

Caring for Women

(530) 532-9362

2362 Lincoln Street, Oroville, CA 95966

Covered California

Covered CA

(800) 300-5813

Calicovered.org

Enloe Medical Center

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

Hospital

(530) 332-7300

1531 Esplanade, Chico, CA 95926

Enloe Prompt Care

Immediate medical services not requiring emergency care.

California Park

(530) 332-6850

888 Lakeside Village Commons, Chico, CA 95928

Cohasset

(530) 332-4111

560 Cohasset Road, Chico, CA 95926

Rapid Care: Adventist Health

Medical Clinic in Paradise.

Health Center

5125 Skyway, Paradise, CA 95969

(530) 876-2502

Adventist Health

Home health care service in Paradise.

6626 Clark Road, Suite P, Paradise, CA 95969

(530) 871-3378

Feather River Tribal Health

Health and wellness services for families.

FRTH

2145 5th Avenue, Oroville, CA 95965

(530) 534-5394

Kiwanis Family House

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

Call Social Services for more information

(916) 734-2583

Leukemia and Lymphoma Society

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

Leukemia and Lymphoma Society

7750 College Town Drive, #210, Sacramento, CA 95826

(916) 929-4720

Medi-Cal**Chico**

765 East Avenue, Suite 200, Chico, CA 95926

(530) 879-3479

Oroville

78 Table Mountain Blvd, Oroville, CA 95965

(877) 410-8803

Northern Valley Indian Health

Provides medical and dental services, all patients welcome.

NVIH

845 W. East Avenue, Chico, CA 95926

(530) 896-9400

Chico Cohasset Dental and Women's Health

500 Cohasset Road, Suite 15 Chico, CA 95926

(530) 433-2500

Children's Health Center**(530) 781-1440**

1515 Springfield Drive, Chico, CA 95928

Orchard Hospital

24-hour acute care hospital.

Hospital**(530) 846-9000**

240 Spruce Street, Gridley, CA 95948

Oroville Hospital

24-hour acute care hospital.

Hospital**(530) 533-8500**

2767 Olive Highway, Oroville, CA 95966

Peg Taylor Center

Adult day health care services.

Peg Taylor Center**(530) 342-2345**

124 Parmac Road, Chico, CA 95926

Planned Parenthood

Sexual and reproductive healthcare services for everyone.

Planned Parenthood**(530) 342-8367**

3100 Cohasset Road, Chico, CA 95973

(800) 230-7526**Project S.A.V.E. Chico**

Collects and re-distributes quality recycled medical and dental equipment and supplies, free of charge.

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

2553 Hwy 32 (Inside the East and 32 Mini Storage), Chico, CA 95973

Shalom Free Clinic

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

Shalom Free Clinic**(530) 342-2445**

1010 Mangrove Avenue, Suite D, Chico, CA 95926

Shriners Ben Ali Shrine Center

Annual free screening clinics in Butte County for children with special health conditions.

Shriners**(916) 920-4107**

3262 Marysville Blvd, Sacramento, CA 95815

<http://www.facebook.com/ChicoShrineClub>**Social Security Administration**

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

Chico**(866) 964-7585**

1370 E Lassen Avenue #150, Chico, CA 95973

Oroville

(866) 331-7130

115 Table Mountain Blvd, Oroville, CA 95965

Women's Health Specialists

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

Women's Health Specialists

(530) 891-1911

1469 Humboldt Road, Suite 200, Chico, CA 95928

Women's Resource Clinic

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

Clinic & 24-hour Hotline

(530) 897-6100

115 West 2nd Avenue, Chico, CA 95926

Disability Services

Ability First Sports Camp

Sports camp provided through Chico State for children with disabilities.

Ability First

(530) 588-0335

<http://www.facebook.com/abilityfirstsports>

ARC of Butte County

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

Chico

(530) 891-5865

2020 Park Avenue, Chico, CA 95928

Oroville

(530) 532-8759

2745 Oro Dam Blvd E, Oroville, CA 95966

Autism Lifespan

Networking and support for families of children with special needs.

Autism Lifespan

(530) 897-0900

2418 Cohasset Road, Unit 150, Chico, CA 95926

Brain Injury Coalition

Resource information and support for individuals suffering from brain injuries.

braininjurycoalition.info

Brain Injury Coalition

(530) 342-3118

341 Broadway Street, Suite 311 Chico, CA 95929

Butte Community College: Disabled Student Program and Services

Support services for Butte College students with disabilities.

Disabled Student Program & Services

(530) 895-2455

3536 Butte Campus Drive, Oroville, CA 95965

Caminar For Mental Health

A community-based non-profit dedicated to improving the quality of life for people with disabilities by providing opportunities to live in the community with dignity and independence.

Caminar

(530) 343-4421

376 Rio Lindo Avenue, Chico, CA 95926

CSU, Chico Accessibility Resource Center

Support services for Chico State students with disabilities.

Accessibility Resource Center

(530) 898-5959

400 W. First Street, Chico, CA 95929

Student Services Center 170

CSU, Chico Autism Clinic

Diagnostic evaluations, assessment, and programs for individuals with autism.

Autism Clinic

(530) 898-6373

400 W. First Street, Chico, CA 95929

Yolo Hall Room 243

CSU, Chico Center for Communication Disorders

Speech and language services provided by graduate student clinicians.

Center for Communication Disorders

(530) 898-5871

400 W. First Street, Chico, CA 95929

Deaf and Disabled Telecommunications Program

Telecommunications Program

(800) 806-1191

<http://ddtp.cpuc.ca.gov/>

Disability Action Center

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

Disability Action Center

(530) 893-8527

1161 East Avenue, Chico, CA 95926

Disability Rights California

Legal advocacy for people living with disabilities.

Disability Rights

(800) 776-5746

Do-It Leisure

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

Do-It Leisure**(530) 343-6055**

80 Independence Circle, Suite 200, Chico, CA 95973

Easter Seals

Services for children and adults with disabilities.

Yuba City**(916) 673-4585**

1670 Sierra Avenue, #601, Yuba City, CA 95993

Sacramento**(916) 485-6711**

3205 Hurley Way, Sacramento, CA 95864

Far Northern Regional Center

Community referrals and advocacy for individuals with developmental disabilities.

Far Northern**(530) 895-8633**

1377 East Lassen Avenue, Chico, CA 95973

Handi-Riders of Northern California

Horseback riding for people living with disabilities.

Handi-Riders**(530) 533-5333**

1391 Clark Road, Oroville, CA 95965

Hartford Place

Apartment building for people with developmental disabilities.

Hartford Place**(530) 345-2029**

2058 Hartford Drive, Chico, CA 95928

Home Health Care Management

Assistance with caring for special needs individuals.

Home Health**(530) 343-0727**

1398 Ridgewood Drive, Chico, CA 95973

Meals on Wheels

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

Chico**(530) 343-9147****Office of Client's Rights Advocacy**

Legal advocacy for clients of Far Northern Regional Services.

Client's Rights Advocacy

1280 East 9th Street, Unit E, Chico, CA 95928

(530) 345-4113

Passages Caregiver Resource Center

Services and respite care for caregivers.

Passages

25 Main Street, Suite 202, Chico, CA 95929

(530) 898-5923

Rowell Family Empowerment

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

Rowell Family Empowerment

3330 Churn Creek Road, Suite A-1, Redding, CA 96002

(530) 226-5129

State Department of Rehabilitation

Vocational testing and job placement assistance for disabled people.

Chico

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

(530) 895-5507

Oroville

78 Table Mountain Blvd., Oroville, CA 95965

(530) 538-6856

Society for the Blind

Society for the blind is a full-service non-profit agency providing services and programs for people who are blind or who have low vision, serving 27 counties in Northern California. Society for the Blind is located in Midtown Sacramento and has been serving the community for 67 years.

Office

1238 S Street, Sacramento, CA 95811

(916) 452-8271

Senior Impact Project

(916) 889-7516

State Council on Developmental Disabilities

northstate@scdd.ca.gov

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

Office

80 Independence Circle, Suite 210, Chico, CA 95973

(530) 895-4027

Wings of Eagles – The Joseph Alvarez Organization

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

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

Work Training Center

Job placement and recreation programs for adults with disabilities.

WTC

(530) 343-7994

80 Independence Circle, Chico, CA 95973

Housing

City Housing Office

www.chico.ca.us/pod/rental-assistance-and-reources

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

(530) 879-6300

Community Action Agency of Butte County

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

Community Action Agency – Chico Location

(530) 712-2600

181 East Shasta Avenue, Chico, CA 95973

Community Action Agency – Oroville Location

(530) 712-2600

2640 S. 5th Avenue, Oroville, CA 95965

Community Housing Improvement Program

Low income apartment rentals and credit counseling.

Community Housing Improvement Program

(530) 891-6931

1001 Willow Street, Chico, CA 95928

City of Oroville Housing Department

Housing programs for income qualified families.

Oroville Housing Department

(530) 538-2495

1735 Montgomery Street, Oroville, CA 95965

Habitat for Humanity of Butte County

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

Habitat for Humanity

(530) 343-7423

220 Meyers Street, Chico, CA 95928

Housing Authority of the County of Butte

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

Housing Authority
2039 Forest Avenue, Chico, CA 95928

(530) 895-4474

Town of Paradise Housing Program

Deferred, low-interest loans to eligible first-time home buyers.

Housing Program
5555 Skyway, Paradise, CA 95969

(530) 872-6291 ext. 122

Legal Services

Butte County Self Help and Referral Program (SHARP)

Referral program for self-represented litigants.

Chico
1775 Concord Avenue, Chico, CA 95928

(530) 532-7024

Oroville
One Court Street, Oroville, CA 95965

(530) 532-7015

Butte County Victim Assistance Bureau

victimwitness@buttecounty.net

Assistance to victims of violent crimes, including compensation and counseling.

Victim Witness
25 County Center Drive, #218, Oroville, CA 95965

(530) 538-7340

Legal Services of Northern California

Free legal services and assistance for low income families.

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

(530) 345-9491

Community Legal Information Center

Free legal information and referrals.

Community Legal Information Center
25 Main Street, #102, Chico, CA 95928

(530) 898-4354

Superior Court of California, County of Butte County

www.buttecourt.ca.gov

Butte County Courthouse
One Court Street, Oroville, CA 95965

(530) 532-7002

Appeals

(530) 532-7023

Court Administration

(530) 532-7013

Court Compliance

(530) 532-7014

Criminal

(530) 532-7011

<i>Jury</i>	<i>(530) 532-7001</i>
<i>Juvenile Delinquency</i>	<i>(530) 532-7010</i>
<i>Mediation</i>	<i>(530) 532-7003</i>
<i>Traffic</i>	<i>(530) 532-7005</i>

North Butte County Courthouse	(530) 532-7002
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1775 Concord Avenue, Chico, CA 95928

<i>Civil Division</i>	<i>(530) 532-7009</i>
<i>Court Compliance</i>	<i>(530) 532-7014</i>
<i>Family Law</i>	<i>(530) 532-7008</i>
<i>Juvenile Dependency</i>	<i>(530) 532-7010</i>
<i>Probate Division</i>	<i>(530) 532-7017</i>
<i>Traffic Division</i>	<i>(530) 532-7005</i>

Emergency Assistance Services

6th Street Center for Youth

Safe place and services for youth ages 14-24. Offers basic services: showers, laundry, computer access, clothing, snack bags daily, and dinner. Offers free and confidential counseling.

Youth Center	(530) 894-8008
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130 West 6th Street, Chico, CA 95928

American Red Cross

Emergency shelter, food, and clothing.

Yuba City	(530) 673-1460
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2125 East West Onstott Frontage Road, Yuba City, CA 95991

Butte County Adult Protective Services

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

Adult Protective Services	(800) 664-9774
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Catholic Ladies Relief Society

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

Office	(530) 895-8331
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1386 Longfellow Avenue, Chico, CA 95926

Children's Services Division

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

24-hour Abuse Hotline	1-800-400-0902
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Chico Location	(530) 879-3731
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765 East Avenue, Suite 120 Chico, CA 95926

Oroville & Chico Mailing Address: PO Box 1649 Oroville, CA 95965 (Mailing Address)

Oroville Location

(530) 538-7882

78 Table Mountain Blvd., Oroville, CA 95965

Father's House Church Food Pantry

Food distribution every Friday from 1:00-2:00PM.

Food Pantry

(530) 534-4140

2833 Fort Wayne Street, Oroville, CA 95966

Gridley Community Center

Food distribution, WIC, parenting classes, and after school teen center.

Gridley Community Center

(530) 538-7534

200 East Spruce Street, Gridley, CA 95948

Temporarily closed

Jesus Center

Services for individuals experiencing homelessness. Free breakfast 8:00–9:00 AM (Saturday through Sunday) and dinner 3:00 – 4:00 PM (Monday-Friday), showers for men currently unavailable, and showers for women currently unavailable. Emergency clothing available.

Jesus Center

(530) 345-2640

1297 Park Avenue, Chico, CA 95928

Oroville Hope Center

Assistance with meals every morning around 10:00AM as well as clothing.

Hope Center

(530) 538-8398

1950 Kitrick Avenue, Suite A, Oroville, CA 95966

Oroville Rescue Mission

Free meals and shelter for homeless individuals in Oroville area.

Administrative Office

(530) 533-9120

2150 Bird Street, Oroville, CA 95965

Men's Shelter

(530) 534-9541

Women's Shelter

(530) 533-0351

4250 Lincoln Blvd, Oroville, CA 95966

Salvation Army

Short-term assistance with basic needs and supplies. Food distribution twice a week. Distance learning support program through May 2021.

Toll Free

(800) 728-7825

Chico

(530) 342-1871

567 E. 16th St Chico, 95928

Oroville

(530) 534-7155

1640 Washington Ave Oroville, 95966

Torres Community Shelter

Temporary housing and services for homeless men, women, and children. Due to COVID there are different guidelines, please call and ask for instructions. Walk-in check-in hours are pre-COVID 4:30-6:00 PM (only serving men and women here at this time). Offers breakfast, lunch, dinner, showers, laundry services, and case management.

Torres Community Shelter

(530) 891-9048

101 Silver Dollar Way, Chico, CA 95928

Aurora House

(530) 891-9048

Separate location for families (currently a wait list)

Transportation Services

American Cancer Society

Available help on a "case by case basis" for clients with a cancer diagnosis. Call to access financial and transportation assistance. Discount rates offered for some hotels near major hospitals. Call at least two weeks in advance.

Toll Free

(800) 227-2345

www.cancer.org

American Kidney Fund

Financial assistance referral must be made from hospital social worker only. For transplant patients, will provide transportation expenses. For dialysis patients, will provide more extensive transportation support. Maximum grant for car repair is \$150 twice a year.

Toll Free

(800) 638-8299

www.kidneyfund.org

Angel Flight West

Non-emergency air travel for people with serious medical conditions.

Toll Free

(888) 4-AN-ANGEL

www.angelflightwest.org

(888) 426-2643

Butte Regional Transit

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

Toll Free

(800) 822-8145

B- Line

(530) 342-0221

326 Huss Drive, #125, Chico, CA 95928

www.blinetransit.com

Adventist Health Home Care & Hospice Yuba City

Home health and hospice care. Serves some of Butte County including Gridley/Biggs.

Adventist Health Home Care & Hospice Yuba City

1007 Live Oak Boulevard, Suite B3, Yuba City, CA 95991

(530) 673-7100

FAX: 673-7886

Medi-Cal Managed Care

Free transportation to your Medi-Cal medical appointments. Call your Medi-Cal provider at least 10 days before your appointment.

Anthem Blue Cross

(877) 931-4755

California Health and Wellness

(866) 842-0631

Shriners Hospital for Children

Free van transportation program for Shriner's patients and their families only. Must give three days prior notice.

Veronica (Shriners Representative)

(916) 453-2095

Phone number for driver:

(916) 202-6942

Wings of Eagles – The Joseph Alvarez Organization

Financial assistance for families with primarily cancer or life-threatening illnesses. \$100 per month for transportation expenses, there is also a family car repair program.

Chico

(530) 893-9231

P.O. Box 4031, Chico, CA 95927

(530) 228-2398

www.wingsofeagles.org (both numbers are for Chico, Wings of Eagles is not in Redding)

Work Training Center

Transportation system offered by WTC for those unable to use public transportation.

WTC

(530) 343-7994

2255 Fair Street, Chico, CA 95928

Transition Services

Disability Benefits 101

Many people with disabilities fear that if they go to work, they'll lose needed health care and other disability benefits. DB101 helps people with disabilities and service providers understand the connections between work and benefits. DB101 will help you make informed choices and show you how you can make work part of your plan.

ca.db101.org

Genetically Handicapped Persons Program (GHPP)

The GHPP is a health care program for adults with certain genetic diseases. It helps people who are on GHPP with their health care needs. It works with doctors, nurses, pharmacists, and other members of the health care team in providing many types of health services.

GHPP**(916) 552-9105 (option #2)**

MS 8100, PO Box 997413, Sacramento, CA 95899-7413

www.dhcs.ca.gov/services/ghpp/Pages/default.aspx

Got Transition

Got Transition aims to improve transition from pediatric to adult health care through the use of new and innovative strategies for health professionals, and youth and families.

www.gottransition.org

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

Disability Action Center (DAC) is a nonprofit organization helping community members with disabilities to achieve and/or maintain their optimal level of self-reliance and independence.

Disability Action Center**(530) 893-8527**

1161 East Avenue, Chico, CA 95926

actionctr.org

Office of Disability Employment Policy (ODEP)

Promoting policies and coordinating with employers and all levels of government to increase workplace success for people with disabilities.

Office of Disability Employment Policy

U.S. Department of Labor

200 Constitution Ave. NW

Washington, DC 20210

1-866-ODEP-DOL or by email: odep@dol.gov.

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

www.acphd.org/media/121171/transition_health_care.pdf

Farmers Markets

Gridley Farmers Market**Gridley District Office****(530) 846-4557**

239 Sycamore Street, Gridley, CA 95948

Tuesday Market

Daddow Park: between Hazel and Sycamore Streets

June to August 5:30-8:00 PM

Oroville Chico Paradise Farmers Market
Chico Certified Farmers Markets (CCFM)
PO Box 455, Chico, CA 95927
chicofarmersmarket.com

(530) 893-FARM
(530) 893-3276

CHICO:

Wednesday Market

North Valley Plaza Mall Parking Lot: Pillsbury Road adjacent to Trader Joe's
Year Round. 8:00 AM – 1:00 PM

Thursday Night Market

Downtown Chico: Broadway between 2nd and 5th Streets
April to last week of September. 6:00 - 9:00 PM

Saturday Market

Downtown Chico Municipal Parking Lot: 2nd Street & Wall Street
Year Round. 7:30 AM – 1:00 PM

OROVILLE:

Saturday Market

Downtown Oroville: Montgomery Street and Myers Street
May to last week of October. 7:30 AM – 12:00 PM

Oroville Hospital Community Farmer's Market

Every Wednesday from first week of May (May 6th) to September 30th from 9:00 AM to 2:00 PM

Dove's Landing Parking Area 1450 Oro Dam Boulevard

PARADISE:

Tuesday Market

Paradise Alliance Church Parking Lot, 6491 Clark Road
7:30 AM – 12:00 PM

Volunteer Income Tax Assistance

www.buttecounty.net/bclibrary/TaxInfo

Dorothy F. Johnson Center

775 East 16th Street, Chico, CA 95928
Saturdays, February 1 through April 8: 9:00 AM to 3:00 PM

CARD Community Center

545 Vallombrosa Way, Chico, CA 95926
Mondays & Wednesdays, February 1 through April 8: 12:00 to 4:00 PM

(530)895-4711

CSU, Chico - Bell Memorial Union

400 West 1st Street, Chico, CA 95929

Mondays & Wednesdays, February 1 through April 8. 4:00 PM to 8:00 PM (closed during Spring Break & for the Cesar Chavez Holiday)

Oroville Branch Library, Meeting Room

Jim

(530) 534-1833

1820 Mitchell Avenue, Oroville, CA 95966

Tuesdays & Fridays, February 1 through April 15: 9:00 AM to noon on Fridays & 1:00 PM to 5:00 PM on Tuesdays for an appointment please call: (530) 332-8576

African American Family & Cultural Center

3300 Spencer Avenue, Oroville, CA 95966

(530) 532-1205

Wednesdays (Walk-in Day Only), January 23 through April 18: 9:30 AM to 12:00 PM,

Monday, Tuesday & Thursday: Call for an appointment.

Additional Resource Assistance

Butte 211

Helpcentral.org

211

Site Family Engagement Plan

Title I, Part A School-Level Parent and Family Engagement Policy 2021-22 Hearthstone School

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

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

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

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

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

Communication and Accessibility:

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

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

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

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

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

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

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

- make every effort to schedule meetings at a variety of times to allow parents and family members opportunities to attend.
- provide childcare/ transportation, as funding allows, so parents may attend the meeting.
- hold the Title 1 Parent Meeting each fall at a convenient time for parents.
- notify parents in a format, and where practicable, a language they will understand.
- provide timely information in the following ways:
 - school website and social media
 - letters home, including email communication
 - in person meetings and other forms of two way communication
- accommodate a request for a meeting with any staff member or school administrator working with their student.
- provide the opportunity for public comment at regularly scheduled school site council meetings.
- provide an annual LCAP Survey and stakeholder meetings.
- consider the various needs of stakeholders when sending communication or providing trainings, including needs resulting from disability, language and mobility barriers.

Engagement of Parents:

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

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

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

- recruit parents for open council positions by providing
 - an election process free of potential or perceived barriers that may preclude

participation

- training and ongoing support in council membership roles and responsibilities
- include adequate representation of parents and family members of participating students on advisory councils.
- elicit feedback from and share out with other advisory councils and stakeholder groups information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy

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

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

Building Capacity:

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

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

Meaningful interactions may include:

- community partnerships
- two-way communication
- remote or virtual access to allow parents/stakeholders to participate from any location
- site parent liaison support, as available
- annual site activities (e.g.harvest/fall festival aligned to educating parents on academic standards; potluck with guest speaker on specific topic)

Assistance may include:

- opportunities for parents to volunteer and participate in their student's class and to observe classroom activities
- materials and trainings to address academic and social-emotional needs

School Compact

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

School Responsibilities

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

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Teachers are trained to provide instruction using curriculum aligned to State Content standards.
 - A Multi-Tiered System of Support is implemented school-wide to meet the individual needs of students.
 - Teacher release time occurs for ongoing professional development. Teachers and staff also use this time to identify strategies to address the individual needs of students.
2. Communication:
 - Provide parents and family members with reasonable access to staff and frequent reports on their children's progress. Specifically, the school will:
 - Hold parent-teacher conferences (at least annually) during which this compact will be discussed as it relates to individual achievement
 - Report cards completed every semester
 - Detailed Academic Probation letters within a timely manner
 - Staff respond to email and phone messages within a timely manner
 - Appointments are available with any staff member working with the student
3. Engagement:
 - Provide parents and family members with assistance in understanding the State's academic standards, assessments, and how to monitor and improve the achievement of their student
 1. Provide parents opportunities to volunteer and participate in their student's class, and to observe classroom activities
 2. Provide parents and family members with materials and training to help them improve the academic achievement of their student
 - a. Include, as appropriate, topics identified by parents/family members
 - b. Provide trainings and information in a format, and where practicable, a language that parents and family members can understand
 3. Conduct other activities to encourage and support parents and family members in more fully participating in their student's education (example: family-led committees, resource centers)
 - Educate staff members in the value of parent and family member contributions and how to work with them as equal partners
 1. Use CA Department of Education Family Engagement Framework and research-based training materials
 2. Schedule training/coaching with Title I LEA Family Engagement Coordinator

Parent Responsibilities

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

- Provide first instruction for my child (K-8)
- Monitor work completion
- Participate in decisions related to my child's education
- Communicate with the school by promptly reading notices, reporting student absences, and responding to contacts from school personnel
- Attend teacher meetings and Grade Level Meetings
- Drop off my child no more than 15 minutes prior to classes and scheduled meetings
- Pick up my child no more than 15 minutes after classes and scheduled meetings
- Ensure that my student has school work to complete with them if they are staying on campus for longer than 15 unstructured minutes
- Follow all school policies (refer to handbook)

Student Responsibilities

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

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

Safety Plan

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies

- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review.

Safety Plan Vision

Hearthstone's School Safety Plan provides an effective method in which to protect the health, safety and well-being of its students, staff, employees and property during a crisis, emergency or disaster. The plan is very comprehensive due to the wide variety of known and unknown disasters or emergencies that could occur. While not all crises are listed, response procedures are easily adaptable to any situation.

Crises, disasters and emergencies can occur at any time, without advance notice or warning, endangering the lives and safety of people at schools and offices. California Government Code, Chapter 8, Division Title 1, sections 3100 and 32101 states: "All public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law." It is paramount that this plan be familiar to all staff and that drills be regularly practiced. The key to any plan's effectiveness is the ability to apply it.

It is the sincere hope of Hearthstone that no major crisis, disaster or emergency ever occurs, however if one does, it is intended that this plan will help ensure the safety of students and staff in life threatening circumstances.

Components of the Comprehensive School Safety Plan (EC 32281)

Hearthstone School Safety Committee

School Site Council

Assessment of School Safety

Effectiveness of the Hearthstone School Safety Plan will be evaluated by staff, students, parents and educational partners through surveys, interviews and discussions.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

PBIS, evacuation plans, parent/student/staff surveys, daily schedules, training on procedures and policies, MTSS implementation, site-based counseling services, parent engagement curriculum

(A)Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child Abuse Prevention and Reporting

The County Superintendent is committed to supporting the safety and well-being of students and desires to facilitate the prevention of and response to child abuse and neglect. The County Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The County Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

Butte County Office of Education's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse. The program may also include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction.

The County Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The County Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law. Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The County Superintendent or designee shall provide training regarding the duties of mandated reporters.

(B)Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

In the event of a large-scale disaster, the Superintendent will activate the Emergency Operations Center (EOC) at 1859 Bird Street or other appropriate facility as feasible. Direction, coordination, etc., from the BCOE EOC will be disseminated to each site's specific Incident Command Post. Communications to and from all BCOE sites will be through the BCOE Superintendent (as the Public Information Officer) and the BCOE website. (Appendix II Public Information Summary) The primary method of communication with the EOC will be by telephone. If the telephone systems are non-functional, sites shall use alternate methods of communication; i.e., radios, cellular telephones, school and office websites, etc.

Public Agency Use of School Buildings for Emergency Shelters

Under the direction of the Superintendent and school principal, the school building may be used as an emergency shelter when students are not present.

(C)School Suspension, Expulsion and Mandatory Expulsion Guidelines

Suspension

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

Recommendations for Expulsion

Unless the principal or Associate Superintendent finds that expulsion is inappropriate due to particular circumstances, or that an alternative means of correction would address the conduct, the principal, Associate 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 Ed Code Section 48915(g), explosive or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance, 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 upon any school employee.

Mandatory Recommendation for Expulsion

The principal, Associate 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 at another person;
3. Unlawfully selling a controlled substance;
4. Committing or attempting to commit a sexual assault or committing a sexual battery, or committed a sexual battery;

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.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

The principal shall inform the teacher of a pupil who has engaged in, or is reasonably suspected to have engaged in, violent propensities. The Ed Code describes several acts, including when the pupil:

Threatened to cause, attempted to cause, or caused another person physical injury

Willingly used violence or force upon another person (except in cases of self-defense)

Possessed or sold a knife, firearm, or explosive

Unlawfully possessed, sold, used, or was under the influence of a controlled substance, alcohol beverage, tobacco, or intoxicant

Attempted to commit or committed robbery or extortion

Damaged or stole school or private property

Committed an obscene act

Engaged in an act of bullying

(E) Sexual Harassment Policies (EC 212.6 [b])

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 behaviors 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 when the victim of the harassment has not complained;

4. Information about the person(s) to whom a report of sexual harassment should be made.

Complaint Process

Any student who feels that they are being or has been subjected to sexual harassment shall immediately contact 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 observed the incident shall report to the non-discrimination coordinator or Associate Superintendent.

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

Disciplinary Measures

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

(F)School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Dress and Grooming of Students

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.

Students may not wear, display, or be in possession of clothing and/or accessories which are interpreted by school personnel to be negative, derogatory, or inappropriate. This includes clothing and/or accessories that indicate association with a group (gang) which is determined to be detrimental to the safety and well-being of the school community.

The wearing of clothing and/or adornment that advertises or otherwise promotes the use and/or abuse of alcohol, tobacco, other drugs, sexual innuendos or gang involvement/association is prohibited on school grounds and at school activities on or off campus.

(G)Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Students are to be dropped off no more than 15 minutes prior to classes and scheduled meetings, and picked up no more than 15 minutes after classes and scheduled meetings. Parents and students are to ensure the student has school work to complete with them if they are staying on campus for longer than 15 unstructured minutes.

All students, parents, and visitors are required to sign in when entering school, and sign out when leaving. Sign in is required for any time being spent on school campus.

(H)A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Physical Environment

Element:

Create a physical environment that communicates safety and respect for learning

Opportunity for Improvement:

School intercom system is in place along with Go-Kits and Stay-Kits, drill and evacuation procedures, and an updated Handbook. PBIS implementation continues with annual progress toward tiered supports. Everyone who comes onto campus must sign-in with our electronic system.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Establish and maintain safe school procedures	Update the Handbook, student emergency contact information binder, staff rosters, visitor reporting, Go-and Stay-Kits, and school safety procedures. Review revisions in BCOE Safe Schools Plan and Crisis Response Procedures, and vulnerability assessment. Implement emergency drills, staff safety training, flood evacuation procedures, door locks, and intercom system.	BCOE Safe Schools Plan and Crisis Response Procedures Flipchart Hearthstone School Site Council BCOE Staff Parents/Guardians and Students Parent Liaison Educational Partner	Principal and school staff	Safe Schools Plan, Handbook, Record of emergency drills and safety training, reviewed and updated strategies
Maintain a safe and clean school environment for learning	Update Williams Act reports. Review and implement LCAP and SPSA goals and PBIS School Wide Behavior Expectations. Review annual safety & public health inspections, daily janitorial service, monthly floor cleaning and pest control inspections, ServSafe & HACCP food safety regulations.	BCOE Safe Schools Plan and Crisis Response Procedures Flipchart Hearthstone School Site Council School Staff	Principal and school staff	Williams Act reports, LCAP & SPSA, PBIS records, site inspections, pest control reports, meeting notes, invoices, physical evidence
Supervise all areas of school campus	Review BCOE accident/incident reporting forms, roles and responsibilities of staff and supervision, daily duty schedules, electronic sign-in, and trainings to support appropriate student behaviors.	School Staff BCOE Staff	Principal and school staff	Accident/incident report forms, meeting notes, PBIS tier 1 & 2 action plans.

Component:
School Climate

Element:

Create a caring, connected and safe school community

Opportunity for Improvement:

LCAP and PBIS Tier 1/2 supports are in place and being used regularly. Parents, students, and staff participate in various surveys such as PBIS, CHKS, and LCAP. Student Success Team (SST) meetings are held regularly for students needing support plans. Parenting Partners is in its second year of implementation and is bringing families in to be more engaged. The school counselor has a wider range of duties that include academic counseling and enrolling new students. School Leadership provides high school students with curriculum and guidance to help them become a more visible part of the school and to help promote a positive school culture.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Administer staff, parent, student, and community surveys (California Healthy Kids and LCAP).	Review CHKS and LCAP student, parent, and stakeholder surveys to highlight recommendations and share with stakeholders. Continue use of LCAP and PBIS Tier 1/2 action plans to identify needs and share data with stakeholders.	Parent liaison Parents/Guardians Students School Site Counsel Educational Partners BCOE Staff	Principal School Staff	Strategies reviewed and analyzed, PBIS Tier 1/2 Action Plans
Establish and monitor academic and behavior goals.	Review LCAP & PBIS data with the PBIS and Leadership Teams to begin implementation of the Tier 3 action plan. PBIS and Leadership Teams participate in trainings on MTSS and PBIS. Hold Student Success Team meetings for students who are falling behind and need additional support.	School Counselor	Principal School Staff	Strategies reviewed and implemented, PBIS Tier 1/2 Action Plans
Provide opportunities for students to build self-esteem, make school connections, and engage in meaningful learning.	Hold school and cultural events and invite families and stakeholders. Provide classes such as Student Leadership and BOLD, when enrollment warrants.	School Staff Parent Liaison Parents/Guardians BCOE staff	Principal School Counselor	Review activities calendar

Communicate behavior standards.	Review and implement the Handbook and Tier 1/2 supports.	School Staff	Principal	Strategies reviewed, updated, and implemented, PBIS Tier 1/2 Action Plans
Facilitate Family Engagement Plan (support a child's learning both at school and at home and encourage active involvement as decision- makers).	Continue implementation of the Family Engagement Plan through the use of Parenting Partners, and School Site Council.	School Staff Parents/Guardian s School Site Council Educational Partners BCOE Staff	Principal Parent Liaison	Strategies implemented and Parenting Partners training
Facilitate social-emotional supports for students.	Review the use of site-based counseling services with the school counselor as well as reviewing the progression of the suicide prevention policy. Follow up with referrals made to Butte County Behavioral Health, Children's Services, ERMHS as needed.	School Staff Educational Partner	Principal School Counselor	Strategies implemented and reviewed

(I)School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Hearthstone School Student Conduct Code

Student Expectations

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.)

Conduct Code Procedures

At the beginning of the school year, the principal or designee shall notify students and parents/guardians, in writing, regarding school rules related to discipline including the school's progressive discipline policy. Transfer students and their parents/guardians shall receive such notice upon enrollment. The discipline should be directed toward eliciting desired behavioral changes. When disciplining a student, staff will complete the designated discipline form and present it to the appropriate student's unit. 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 taken.

Acceptable discipline techniques include, but are not limited to:

1. Use of positive behavior supports

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

(J) Hate Crime Reporting Procedures and Policies

Any student who feels that they have been subjected to discrimination or harassment should immediately contact the Coordinator, the principal, or any other staff member. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Non-Discrimination Coordinator or principal, whether or not the victim files a complaint.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Whenever possible, discrimination, harassment, intimidation and bullying issues may be resolved informally, at the lowest level. The school-wide cell phone policy prevents students and visitors from using cell devices to bully another student. The closed campus policy prevents students from leaving campus before the end of their school day without written parent permission.

Any incident of bullying or cyber-bullying that is reported to a school employee is followed up on by the principal or designee, and the school counselor. Any evidence of reported cyber-bullying is saved and added to the discipline referral form.

Safety Plan Review, Evaluation and Amendment Procedures

The Safety Plan is reviewed by the principal and the School Site Council. Any amendments proposed shall be approved by the School Site Council.

Safety Plan Appendices

Emergency Contact Numbers

Utilities, Responders and Communication Resources

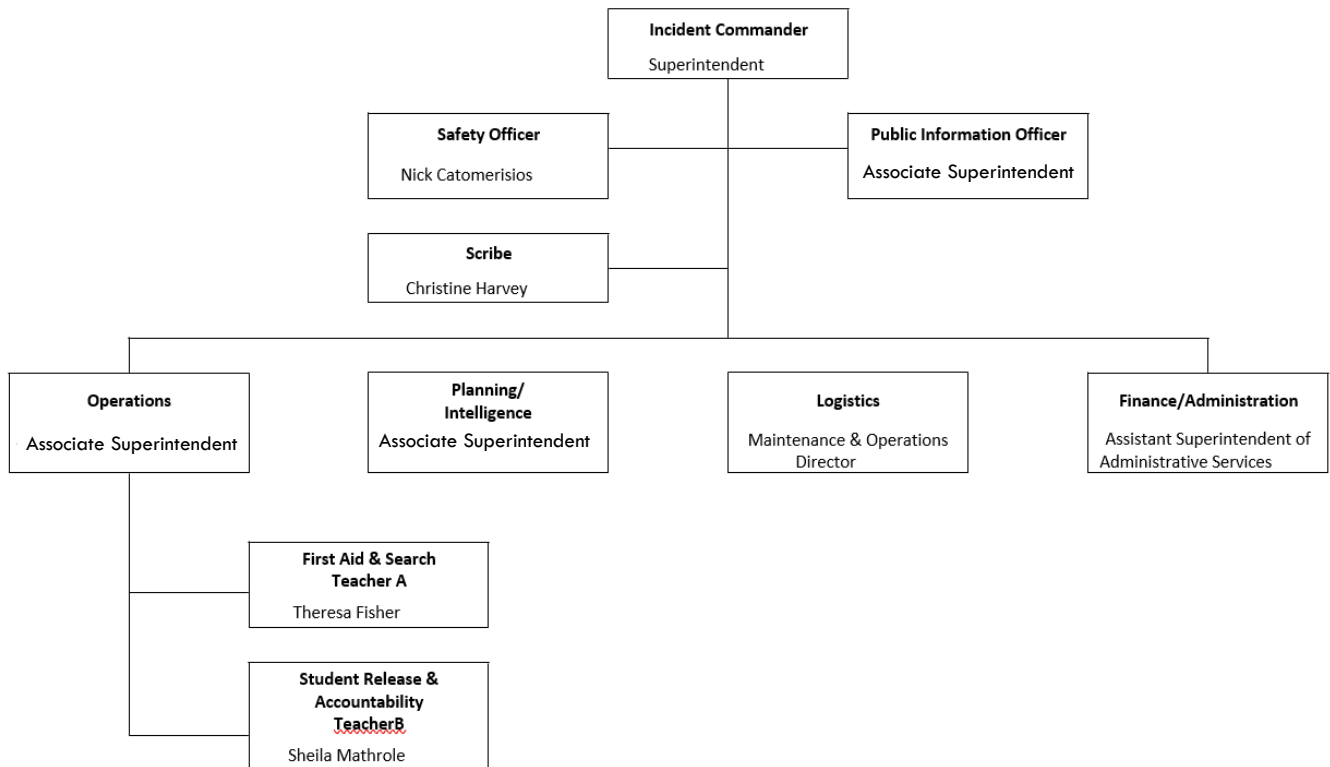
Type	Vendor	Number	Comments
School District	Butte County Office Of Education	532-5761 or 532-5650	
Law Enforcement/Fire/ Paramedic	Fire Department - Oroville	911 or 538-2480	
Law Enforcement/Fire/ Paramedic	Fire Department - Chico	911 or 895-4911	
Law Enforcement/Fire/ Paramedic	California Department of Forestry and Fire Protection	911 or 533-6363	http://cdfdata.fire.ca.gov/incidents/incidents

Law Enforcement/Fire/Paramedic	Police Department - Oroville	911 or 538-2448	
Law Enforcement/Fire/Paramedic	Police Department - Chico	911 or 895-4911	
Law Enforcement/Fire/Paramedic	California Highway Patrol	911 or 879-1999 or 538-2700	
Law Enforcement/Fire/Paramedic	Butte County Sheriff/Coroner's Office	911 or 538-7434	
Local Hospitals	Oroville Hospital	533-8500	
Local Hospitals	Enloe Hospital	332-7300 (ext. 0) or 332-7740 (Emergency)	
Local Hospitals	Feather River Hospital	877-9361	
Public Utilities	PG&E - Oroville & Chico	(800)743-5000	
Public Utilities	California Water Service - Oroville	533-4034	
Public Utilities	California Water Service - Chico	893-6300	
Public Utilities	Thermalito Water & Power Agency	533-0740	
Public Utilities	South Feather Water & Power Agency	533-4578	
Emergency Services	Butte County Office of Emergency Services	538-7373	
American National Red Cross	American Red Cross - Yuba City	673-1460	
City Services	CALTRANS - Oroville	533-7585	www.dot.ca.gov

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc.)	Date and Time	Attached Document (description and location)
The principal provides the School Site Council with the current Comprehensive Safety Plan for review	4/27/2020	Complete plan shared
The principal provides the School Site Council with all proposed updates to the Comprehensive Safety Plan	4/27/2020	No updates
The School Site Council approves the Comprehensive Safety Plan	4/27/2020	Approved during School Site Council Meeting

Hearthstone School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

1. Staff assignments regarding Emergency Operations Center and/or Incident Command System.
2. Setting Up an Emergency Operations Center or Incident Command Post.
3. SEMS/NIMS related training and drills.
4. Coordination with local emergency responders (i.e. emergency responders who will be responding to the 911 call).
5. Follow guidelines of the four phases of planning for Crisis Preparedness Planning.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding

and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

The superintendent and principal or designee will identify the type of emergency to determine the protocol. The principal will communicate the plan with staff.

Step Two: Identify the Level of Emergency

The principal or designee will identify the level of the emergency and which protocol to follow. Steps will be communicated with staff and families as needed.

Step Three: Determine the Immediate Response Action

The principal or designee will determine the appropriate response action. Steps to follow will be communicated to staff and families.

Step Four: Communicate the Appropriate Response Action

The principal or designee will follow the appropriate response action. Steps to follow will be communicated to staff and families. The principal or designee will maintain regular communication with staff and families as needed until the emergency has been resolved.

Types of Emergencies & Specific Procedures

The full School Site Safety Plan is available for parents to review at the school office upon request.

School Calendar

2021-2022 BCOE - HEARTHSTONE

July 2021				
M	Tu	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2021				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

September 2021				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

October 2021				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2021				
M	Tu	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2021				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2022				
M	Tu	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022				
M	Tu	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022				
M	Tu	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022				
M	Tu	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022				
M	Tu	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Date	Event or Holiday
5-Jul	Independence Day - Holiday
12-Aug	Teacher Buy Back Day (non-student)
13-Aug	Teacher Prep Day (non-student)
16-Aug	Teacher Prep Day (non-student)
17-Aug	First Student Day
6-Sep	Labor Day - Holiday
11-Nov	Veterans Day - Holiday
22-Nov	Thanksgiving Break - Non Duty
23-Nov	Thanksgiving Break - Non Duty
24-Nov	Thanksgiving Break - BCOE Holiday
25-Nov	Thanksgiving (Day) Break - Holiday
26-Nov	Thanksgiving Break - BCOE Holiday
17-Dec	Winter Break - Non Duty
20-Dec	Winter Break - Vacation
21-Dec	Winter Break - Vacation
22-Dec	Winter Break - BCOE Holiday*
23-Dec	Winter Break - BCOE Holiday
24-Dec	Winter Break - Holiday
27-Dec	Winter Break - Vacation
28-Dec	Winter Break - Vacation
29-Dec	Winter Break - Vacation**
30-Dec	Winter Break - BCOE Holiday
31-Dec	Winter Break - Holiday
17-Jan	Martin Luther King day - Holiday
18-Feb	Lincoln's B.Day - Holiday
21-Feb	Presidents Day - Holiday
11-Apr	Spring Break - Vacation
12-Apr	Spring Break - Vacation
13-Apr	Spring Break - Vacation
14-Apr	Spring Break - Vacation
15-Apr	Spring Break - Vacation
18-Apr	Spring Break - Non Duty
30-May	Memorial Day - Holiday
2-Jun	Last Student Day
3-Jun	Last Staff Day

Academic Days:	##
Minimum Days:	0
Planning Days:	3
Buyback Days:	1
Non-Academic Days:	14
Holidays:	15
Teacher Days:	##

total days = academic + planning

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

- * 1/2 BCOE Holiday on 12/22 & 12/29 combined to make 1 full day Holiday
 ** 1/2 Vacation day on 12/22 & 12/29 combined to make 1 full day Vacation

Accident/Incident Reporting Form

Butte Schools Self-funded Programs (Please print or type)

Confidential

School Site or Department:				
Today's Date:				
Name of Injured Person:				
Address:			Phone:	
Birthdate:	Student:	Employee:	Non-Student	Other:
If non-student or other, state why on premises:				
Date of Injury:		Time:	Weather Conditions?	
Location:				
Was any district rule violated?	Yes	No	If yes, explain:	
Description of Injury:				
Cause of Injury:				
Employee in charge at time of accident:				
Was employee present?				
Medical Attention Given:				
Were parents or guardian contacted?	Yes	No	If yes, who?	
Disposition of injured person:	Class	Home	Doctor	Hospital
Witness Name:			Phone:	
Report completed by:			Phone:	

This form should be completed on all injuries to student or non-students, and district employees and routed to the district office. In case of serious injury, please call business office immediately and fax a copy of the report as soon as possible. Then, call BSSP 530-532-5838.

Acknowledgment of Receipt



Butte County Office of Education

2021-2022 Acknowledgment of Receipt and Review

Dear Parent/Guardian:

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

Should your child be enrolling in Butte County Schools for the first time, a copy of your child's school records will be requested from 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. If you have any questions, or if you would like to review specific documents mentioned in the notice, please contact the school office.

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

ACKNOWLEDGMENT OF RECEIPT AND REVIEW

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

Student Name: _____

School: _____ Grade: _____

Parent/Guardian Name: _____

Address: _____

Home Telephone Number: _____

Date: _____

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

Date: _____

Signature of Student (if student is 18 or older)