

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

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SP 6000

CONCEPTS AND ROLES IN INSTRUCTION

Strategies for improving the educational program shall take into consideration the needs of individual students and subpopulations of students. Students who are failing or at risk of failing to meet academic standards shall be provided with alternative programs and/or supplemental assistance designed to raise achievement.

Inasmuch as parents/guardians are critical partners in their children's education, parents/guardians shall be provided with opportunities to be meaningfully involved both in support of their children's education program at school and with learning at home.

The Butte County Office of Education shall:

1. Establish standards of student achievement for core subjects at each grade level that are aligned with the vision for student learning, the specific needs and strengths of the students, the expectations of parents/guardians and the community, and available resources
2. Establish graduation requirements
3. Ensure that a process is in place, involving teachers, administrators, students, and parents/guardians, for the development and review of curriculum
4. Have the Butte County Board of Education adopt the curriculum and courses of study to be offered
5. Have the Butte County Board of Education adopt textbooks and other instructional materials
6. Support the professional staff's implementation of the curriculum by providing consistent policy direction, allocating resources based on educational program priorities, ensuring that collective bargaining agreements do not constrain the ability to achieve curricular goals, recognizing staff accomplishments, and including reasonable annual goals related to student learning in the evaluation process
7. Provide a continuing program of professional development to keep instructional staff and administrators, updated about current issues and research pertaining to curriculum, instructional strategies, and student assessment
8. Review and evaluate the educational program on the basis of state and federal accountability measures, disaggregated student achievement data, and other indicators and ensure that evaluation results are used to improve programs, curriculum, and/or instructional practices as necessary to enhance student achievement
9. Communicate clear information about instructional goals, programs, and progress in student achievement to the community and media

The County Superintendent or designee shall:

1. Review research related to curriculum issues
2. Select and/or develop curricula for recommendation to the Board in accordance with the curriculum development and review process
3. Ensure the articulation of the curriculum between grade levels and with postsecondary education and the workplace
4. Determine the general methods of instruction to be used

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5. Assign instructors and schedule classes for all curricular offerings
6. Recommend instructional materials and direct the purchase of approved materials and equipment
7. Evaluate and report to the Board on student achievement as demonstrated through testing and other types of appraisal, and recommend necessary changes in curriculum, programs, and instruction as indicated by student performance data

Legal Reference:

Education Code

51000-51007 Legislative intent, educational program

Code of Regulations, Title 5

3940 Maintenance of Effort

4424 Comparability of Services

United States Code, Title 20

6321 Fiscal requirements/comparability of services

Approved: July, 2004

Revised: June, 2017

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SP 6020

PARENT INVOLVEMENT

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

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

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.

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

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities and shall ensure that priority is given to schools in high poverty areas in accordance with law.

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

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2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

Non-Title I Schools

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

Legal Reference:

Education Code

11500-11506 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 Single plan for student achievement

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Approved: August, 2006

Revised: June, 2018

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AR 6020

REGULATIONS REGARDING PARENT INVOLVEMENT

Strategies for Title I Schools

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

1. Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan and the process of school review and improvement. The Superintendent or designee may:
 - a. Establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the plan in accordance with the review schedule established by the Governing Board
 - b. Invite input on the plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent/guardian and family members involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education. The Superintendent or designee shall:
 - a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education

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- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 - f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request
 - g. Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws
- The Superintendent or designee may:
- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of:
- a. Barriers to participation in parent/guardian and family member engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions
5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy
6. Involve parents/guardians and family members in activities of schools served by Title I. The Superintendent or designee may:
- a. Include information about school activities in district communications to parents/guardians and family members
 - b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
 - c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's local control and accountability plan in and shall be distributed to parents/guardians of students participating in Title I programs.

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School-Level Policies for Title I Schools

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

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

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

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

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards
- b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - (1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - (2) Frequent reports to parents/guardians on their children's progress

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- (3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "Strategies for Title I Schools" above
8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.

Strategies for Non-Title I Schools

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

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities
4. Train teachers and administrators to communicate effectively with parents/guardians
5. Integrate parent/guardian and family engagement programs into school plans for academic accountability

Approved: February, 2014

Revised: June, 2018

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6111

SCHOOL CALENDAR

For each Butte County Office of Education school, the County Superintendent shall adopt a school calendar that meets the requirements of law as well as the needs of the community, students, and the work year as negotiated with Butte County Office of Education's employee organization(s). As appropriate, the County Superintendent or designee shall ensure that the proposed calendar is aligned with assessment and accountability schedules in order to support Butte County Office of Education's goals for student achievement.

Each school calendar shall show the beginning and ending school dates, legal and local holidays, staff development days, orientation days, minimum days, vacation periods, and other pertinent dates.

Butte County Office of Education shall offer 180 days of instruction per school year, except for any school year in which Butte County Office of Education and employee organization(s) agree to have fewer days of instruction.

Staff development days shall not be counted as instructional days.

Notification of the schedule of minimum days shall be sent to all parents/guardians at the beginning of the school year. If any minimum days are added to the schedule, the County Superintendent or designee shall notify parents/guardians of the affected students as soon as possible and at least one month before the scheduled minimum day.

If a school will be used as a polling place on an election day, the County Superintendent shall determine whether to continue school in session, designate the day for staff training and development, or close the school to students and non-classified staff.

Legal Reference

Education Code

37200-37202 School calendar

37220-37223 Holidays

37252-37254.1 Summer school

37300-37307 Year-Round School Demonstration Project

37600-37672 Continuous school programs: year-round schools, especially

37618 School calendar

37700-37711 Four-day week

41422 Schools not maintained for 175 days

41530-41532 Professional Development Block Grant

46200-46206 Incentives for longer instructional day and year

46300 Method of computing ADA

48980 Notice at beginning of term

Repealed Education Code for Categorical Programs

44579-44579.6 Instructional Time and Staff Development Reform Program

Elections Code

12283 School closures, election days

Approved: July, 2011

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6112

REGULATIONS REGARDING SCHOOL DAY

Kindergarten/Transitional Kindergarten

Kindergarten and transitional kindergarten (TK) classes in district schools may be maintained for different lengths of time, either at the same or different school sites. (Education Code 37202)

Except as otherwise permitted by law, the average school day established for kindergarten and TK students shall be at least three hours, including recesses but excluding noon intermissions, but no longer than four hours, excluding recesses.

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BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6115

REGULATIONS REGARDING CEROMONIES AND OBSERVANCES

Holidays

Butte County Office of Education schools shall be closed on the following holidays:

- New Year's Day January 1
- Dr. Martin Luther King Jr. Day Third Monday in January or the Monday or Friday of the week in which January 15 occurs
- Lincoln Day The Monday or Friday of the week in which February 12 occurs
- Washington Day Third Monday in February
- Memorial Day Last Monday in May
- Independence Day July 4
- Labor Day First Monday in September
- Veterans Day November 11
- Thanksgiving Day The Thursday in November designated by the President
- Christmas Day December 25

Commemorative Exercises

Butte County Office of Education schools shall hold exercises in accordance with law to commemorate the following special days:

- U.S. Constitution and Citizenship Day On or near September 17
- Dr. Martin Luther King, Jr. Day The Friday before the day schools are closed for this holiday
- Abraham Lincoln's Birthday The school day before the day schools are closed for this holiday
- Susan B. Anthony Day February 15
- George Washington's Birthday The Friday preceding the third Monday in February
- Black American Day March 5
- Conservation, Bird, and Arbor Day March 7
- Classified Employee Week Third week in May

Commemorative exercises shall be integrated into the regular educational program to the extent feasible.

Patriotic Exercises

Each school shall conduct patriotic exercises daily. These patriotic exercises may consist of the reciting of the Pledge of Allegiance or instruction that promotes understanding of the concepts of "pledge," "allegiance," "republic," and "indivisible" and understanding of the importance of the pledge as an expression of patriotism, love of country, and pride in the United States.

At elementary schools, such exercises shall be conducted at the beginning of each school day.

At secondary schools, such exercises shall be conducted during the homeroom period.

Individuals may choose not to participate in the flag salute for personal reasons.

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Display of Flag

The flag of the United States and the flag of California shall be displayed during business hours at the entrance or on the grounds of every Butte County Office of Education school and on or near the Butte County Office of Education. At all times, the national flag shall be placed in the position of first honor.

When displayed on a building or on a flagstaff in the open, the national flag shall be displayed only from sunrise to sunset unless properly illuminated during the hours of darkness. The flag should not be displayed during inclement weather unless an all-weather flag is used.

The national flag shall fly at half-staff on the following occasions:

1. For 30 days from the death of the President or a former President
2. For 10 days from the death of the Vice President, the Chief Justice or a retired Chief Justice, or the Speaker of the House of Representatives
3. From the day of death until interment of an Associate Justice of the Supreme Court, a secretary of an executive or military department, former Vice President, or the Governor of a state
4. On the day of death and the following day for a Member of Congress
5. On Memorial Day, until noon only
6. On Peace Officers Memorial Day (May 15), unless it falls on Armed Forces Day
7. Upon a proclamation from the Governor in the event of the death of a present or former official of the state government or a member of the Armed Forces from the state who has died while serving on active duty
8. On other occasions by order of the President and in accordance with presidential instructions or orders

Approved: November, 2010

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6116

CLASSROOM INTERRUPTIONS

The County Superintendent recognizes that class time should be dedicated to student learning. The County Superintendent believes that classroom interruptions which are not related to the educational program shall be kept at an absolute minimum. Every attempt shall be made to avoid staff or student activities that conflict with the instructional period.

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

Classroom maintenance operations involving noise or classroom disruption will be performed before or after school hours whenever possible.

Legal Reference

Education Code

32211 Restricting access to school grounds based on threatened disruption or interference

32212 Classroom interruptions

44810-44811 Disruptions; misdemeanor

48901.5 Authority to regulate use of electronic devices

51512 Prohibited use of electronic listening or recording device

Approved: July, 2004

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6120

RESPONSE TO INSTRUCTION AND INTERVENTION

The County Superintendent desires to provide a high-quality, data-driven educational program to meet the learning and behavioral needs of each student and to help reduce disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to Butte County Office of Education measures of performance shall receive intensive instruction and intervention supports designed to meet their individual learning needs.

The County Superintendent or designee shall convene a team of certificated personnel, other staff, and parents/guardians, as appropriate, to assist in designing the Butte County Office of Education's system of supports based on an examination of indicators of Butte County Office of Education and schoolwide student achievement.

Butte County Office of Education's system of supports shall include research-base, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

When data from the system of supports indicate that a student may have a specific learning disability, the student may be referred for evaluation for special education or other services.

The Butte County Office of Education shall provide staff development to teacher regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, Butte County Office of Education system of supports shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.

Legal Reference

Education Code

56329 Assessment, written notice to parent

56333-56338 Eligibility for specific learning disabilities

56500-56509 Procedural safeguards

United States Code, Title 20

1400-1482 Individuals with Disabilities Education Act, especially:

1416 Monitoring, technical assistance, and enforcement

Code of Federal Regulations, Title 34

300.307 Specific learning disabilities

300.309 Determining the existence of specific learning disabilities

300.311 Specific documentation for eligibility determination

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6141

CURRICULUM DEVELOPMENT AND EVALUATION

The County Superintendent supports the continuing development of courses of study in programs under its jurisdiction. Such development should reflect the changing needs of the student population served and the changing needs of society, including economic and technical advances.

Standards-based curriculum for Butte County Office of Education educational programs will be developed and implemented as appropriate. State mandates and standards will be incorporated into courses of study as necessary and appropriate.

Legal Reference:

Education Code

221.5 Equal opportunity

1720 Preparation of elementary school courses of study

1721 Preparation of courses of study under school district service agreements

35160 Authority of governing boards

35160.5 Broad authority of school districts

51050-51057 Enforcement of courses of study

51200-51263 Required courses of study

51500-51540 Prohibited instruction

51720-51879.9 Authorized classes and courses of instruction

51880-51921 Comprehensive health education

60000-60424 Instructional materials

Government Code

3543.2 Scope of representation

Code of Regulations, Title 5

4000-4091 School improvement programs

4400-4426 Improvement of elementary and secondary education

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6141.2

RECOGNITION OF RELIGIOUS BELIEFS AND CUSTOMS

The County Superintendent recognizes that instructional programs may include references to religion and may use religious literature, art, music, or symbols to illustrate the subject matter being taught. Such instruction should be designed to broaden the students' understanding of social and cultural history and their tolerance for the multiple ways of life practiced by the peoples of the world. Any instruction about religious holidays shall be carefully tied to these educational objectives.

Factual and objective teaching about religion must be distinguished from religious indoctrination, which is clearly forbidden in public schools. The schools may teach about religion from a historical, cultural, sociological, or other educational perspective, but must not advance, nor inhibit religion, nor favor the beliefs and customs of any particular religion or sect over any others in such teaching.

Staff shall be highly sensitive to its obligation not to interfere with the philosophical/religious development of each student in whatever tradition the student embraces. School-sponsored programs shall not be, nor have the effect of being, religiously oriented or a religious celebration. Instruction which is contrary to a student's religious beliefs and teachings may be optional for that student, in accordance with the Education Code.

Music, art, literature, or drama programs having religious themes are permitted as part of the curriculum for school-sponsored activities and programs if presented in an objective manner and as a traditional part of the cultural and religious heritage. The use of religious symbols that are part of a religious holiday is permitted as a teaching aid or resource provided that such symbols are displayed as an example of cultural and religious heritage of the holiday and are temporary in nature.

The following options will be available to students whose religious beliefs are in conflict with the subject matter being taught:

1. The student will be excused from attending the class while that topic is under study with no penalty of any kind;
2. The students will attend the class but no examination about the topic will be required of the student. No penalty for not taking the examination will be assessed;
3. The student will attend the class and may be tested about the topic as expected of every other student.

Legal Reference

Education Code

38130-38138 Civic Center Act

46014 Absences for religious purposes

51240 Excuse from health, family life and sex education instruction due to religious beliefs

51511 Religious matters properly included in courses of study

Materials containing questions about beliefs or practices in sex, family life, morality, and religion; requirements

51550 Sex education courses

51555 Instruction on sexually transmitted diseases, AIDS, human sexuality, or family life; written notice

51938 Right of parent/guardian to excuse from sexual health instruction

Approved: July, 2008

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6142.1

SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The County Superintendent recognizes that the purpose of sexual health and HIV/AIDS prevention instruction is to provide students with the knowledge and skills necessary to protect them from unintended pregnancy and sexually transmitted diseases and to encourage students to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.

The County Superintendent therefore desires to provide a well-planned sequence of instruction on comprehensive sexual health and HIV/AIDS prevention.

Butte County Office of Education's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. Butte County Office of Education shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

The County Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the comprehensive sexual health program. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the comprehensive sexual health education program. The County Superintendent shall consider the advisory committee's recommendations when approving the program.

Parent/Guardian Consent

Annually, parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity.

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction.

Legal Reference:

Education Code

220 Prohibition of discrimination

48980 Notice at beginning of term

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51240 Excuse from instruction due to religious beliefs

51513 Materials containing questions about beliefs or practices

51930-51939 Comprehensive Sexual Health and HIV/AIDS Prevention Education Act

Health and Safety Code

1255.7 Parents surrendering physical custody of a baby

Penal Code

243.4 Sexual battery

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

United States Code, TITLE 20

1232h Protection of Student Rights

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6142.1

REGULATIONS REGARDING SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

Definitions

Comprehensive sexual health education means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections.

HIV prevention education means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS.

Age appropriate refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group.

Medically accurate means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists.

General Criteria for Instruction and Materials

The County Superintendent or designee shall ensure that the comprehensive sexual health and HIV prevention instruction and materials:

1. Are age appropriate
2. Are factually and medically accurate and objective
3. Align with and support the following purposes as specified in Education Code 51930:
 - a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
 - b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
 - c. To promote understanding of sexuality as a normal part of human development
 - d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
 - e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with students of all races, genders, sexual orientations, and ethnic and cultural backgrounds; students with disabilities; and English learners
5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships
9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, and intimidation
13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including negotiation and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
14. Do not teach or promote religious doctrine

Components of Sexual Health and HIV Prevention Education

Butte County Office of Education's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following:

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy
The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.
4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention
5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV
This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and that testing is the only way to know if one is HIV-positive

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence
9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
 - a. Parenting, adoption, and abortion
 - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5
 - c. The importance of prenatal care
10. Information about sexual harassment, sexual assault, adolescent relationship abuse, intimate partner violence, and sex trafficking

Professional Development

The comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections.

The County Superintendent or designee shall cooperatively plan and conduct in-service training for all personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services.

In developing and providing in-service training, the County Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education.

Butte County Office of Education shall periodically conduct in-service training to enable personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the California Department of Education or Centers for Disease Control and Prevention.

The County Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education for personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health.

Use of Consultants or Guest Speakers

The County Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The County Superintendent or designee shall ensure that any instruction provided by an outside speaker or consultant complies with Butte County Office of Education Superintendent's Policy and Administrative Regulations, and Education Code 51930-51939.

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Parent/Guardian Notification

At the beginning of each school year or at the time of a student's enrollment, the County Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians:

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the Principal
3. That parents/guardians have a right to request a copy of Education Code 51930-51939
4. Whether the comprehensive sexual health or HIV prevention education will be taught by school personnel or outside consultants

If Butte County Office of Education chooses to use outside consultants or to hold an assembly with guest speakers to deliver comprehensive sexual health or HIV prevention education, the notification shall include:

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the County Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given.

Non-Applicability to Certain Instruction or Materials

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following:

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education
2. Instruction or materials that discuss gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and do not discuss human reproductive organs and their functions

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6142.7

PHYSICAL EDUCATION AND ACTIVITY

The County Superintendent recognizes the positive benefits of physical activity on student health and academic achievement. Butte County Office of Education shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The physical education and activity programs shall support the student wellness program and encourage students' lifelong fitness.

The physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. The County Superintendent or designee shall ensure that the program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

The overall course of study for grades 9-12 shall include the effects of physical activity upon dynamic health, the mechanics of body movement, aquatics, gymnastics and tumbling, individual and dual sports, rhythms and dance, team sports, and combatives.

The County Superintendent shall approve the courses in grades 9-12 for which physical education credit may be granted.

The physical education program shall engage students in moderate to vigorous physical activity, for at least 50 percent of class or session time. The County Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.

The County Superintendent or designee shall ensure that the program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

During air pollution episodes, extreme weather, or other inclement conditions, staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

Butte County Office of Education shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

Physical Fitness Testing

The County Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education to students in grades 5, 7, and 9.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Temporary Exemptions

The County Superintendent or designee may grant a temporary exemption from physical education under either of the following conditions:

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

Two-Year Exemptions

With the student's consent, the County Superintendent or designee may exempt a student from physical education courses for any two years during grades 10-12 provided that the student has satisfactorily met at least five of the six standards of the state's physical fitness test in grade 9.

Upon request by students and/or their parents/guardians, the County Superintendent or designee may administer the physical fitness test to students in grades 10-12 who need to pass the test in order to qualify for a two-year exemption from physical education courses.

Students in grades 10-12 who have been granted a two-year exemption shall be offered a variety of elective physical education courses of not less than 400 minutes each 10 school days.

Such students shall not be permitted to attend fewer total hours of courses and classes than they would have attended if enrolled in a physical education course.

Permanent Exemptions

The County Superintendent or designee may grant a permanent exemption from physical education to an individual student under any of the following conditions:

1. The student is age 16 years or older and has been enrolled in grade 10 for one or more academic years.
2. The student is enrolled as a postgraduate student.
3. The student is enrolled in a juvenile home, ranch, camp, or forestry camp school with scheduled recreation and exercise.

Other Exemptions

The County Superintendent or designee may grant an exemption from physical education under the following special circumstances:

1. The student in grades 10-12 is excused for up to 24 clock hours in order to participate in automobile driver training.
2. The student in grades 10-12 attends a regional occupational center or program and attendance in physical education courses results in hardship because of the travel time involved.
3. The student is in high school and is engaged in a regular school-sponsored interscholastic athletic program carried on wholly or partially after regular school hours.

Additional Opportunities for Physical Activity

The County Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Legal Reference:

Education Code

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

44250-44277 Credential Types

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes

60800 Physical performance test

Code of Regulations, Title 5

1040-1048 Physical performance test

3051.5 Adapted physical education for individuals with exceptional needs

4600-4687 Uniform Complaint Procedures

10060 Criteria for high school physical education programs

80020 Additional assignment authorizations for specific credentials

80037 Designated subjects teaching credential; special teaching authorization in physical education

80046.1 Added authorization to teach adapted physical education

United States Code, Title 29

794 Rehabilitation Act of 1973, Section 504

United States Code, Title 42

1758b Local wellness policy

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6142.7

REGULATIONS REGARDING PHYSICAL EDUCATION AND ACTIVITY

Physical education is a sequential educational program that teaches students to understand and participate in regular physical activity for developing and maintaining physical fitness throughout their lifetimes, understand and improve their motor skills, enjoy using their skills and knowledge to establish a healthy lifestyle, and understand how their bodies work.

Physical activity is bodily movement that is produced by the contraction of skeletal muscle and that substantially increases energy expenditure, including exercise, sport, dance, and other movement forms. Moderate physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity.

Vigorous physical activity is any activity which generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous physical activity may be intense enough to result in a significant increase in heart and respiration rate.

Instructional Time

Instruction in physical education shall be provided for a total period of time of not less than 200 minutes each 10 school days for students in grades 1-6 and not less than 400 minutes each 10 school days for students in grades 7-12. For students in grades 7-8 attending an elementary school, not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period.

If the instructional minute requirement cannot be met during any 10-day period due to inclement weather, a school assembly, field trip, student assessment, or other circumstance, the school shall make up those minutes on another day in order to satisfy the instructional minute requirement.

Any complaint alleging non-compliance with the instructional minute requirement for elementary schools may be filed in accordance with Butte County Office of Education's Uniform Complaint Procedures [AR1312.3]. A complaint not satisfied with Butte County Office of Education's decision may appeal the decision to the California Department of Education. If Butte County Office of Education or the California Department of Education finds merit in a complaint, Butte County Office of Education shall provide a remedy to all affected students and parents/guardians.

Physical Fitness Testing

During the annual assessment window between the months of February through May, students in grades, 5,7, and 9 shall be administered the physical fitness test designated by the State Board of Education.

The County Superintendent or designee may provide a make-up date for students who are unable to take the test based on absence or temporary physical restriction or limitations, such as students recovering from illness or injury.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Testing Variations

All students may be administered the physical fitness test with the following test variations:

1. Extra time within a testing day
2. Test directions that are simplified or clarified

All students may have the following test variations if they are regularly used in the classroom:

1. Audio amplification equipment
2. Separate testing for individual students provided that they are directly supervised by the test examiner
3. Manually Coded English or American Sign Language to present directions for test administration

Students with a physical disability and students who are physically unable to take all of the test shall undergo as much of the test as their physical condition will permit.

Students with disabilities may be provided the following accommodations if specified in the individualized education program [IEP] or Section 504 Plan:

1. Administration of the test at the most beneficial time of day to the student after consultation with the test coordinator
2. Administration of the test by a test examiner to the student at home or in the hospital
3. Any other accommodation specified in the student's individualized education program or Section 504 Plan for the physical fitness test

Identified English learners may be allowed the following additional test variations if regularly used in the classroom:

1. Separate testing with other English learners, provided that they are directly supervised by the test examiner
2. Test directions translated into their primary language, and the opportunity to ask clarifying questions about the test directions in their primary language

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6142.91

READING/LANGUAGE ARTS INSTRUCTION

The County Superintendent recognizes that reading and other language arts constitute the basic foundation for learning in other areas of study. The County Superintendent desires to offer a comprehensive, balanced reading/language arts program that ensures all students have the skills necessary to read fluently and for meaning and develops students’ appreciation for literature. The program shall integrate reading and oral and written language arts activities in order to build effective communication skills.

For each grade level, Butte County Office of Education shall adopt academic standards that meet or exceed Common Core State Standards in the following strands:

1. Reading: Foundational skills, text complexity and analysis, and the growth of comprehension
2. Writing: Text types, responding to reading, production and distribution of writings, and research
3. Speaking and listening: Oral language development, comprehension, flexible communication, and collaboration
4. Language: Conventions, effective use, knowledge of language, and vocabulary

The County Superintendent or designee shall ensure that Butte County Office of Education’s reading/language arts program offers sufficient access to standards-aligned textbooks and other instructional materials. The program shall provide instructional materials of varying levels of difficulty, including fiction and non-fiction works, so that students are continually reading at an appropriate level. In addition, technology should be available to support all areas of literacy.

Teachers are expected to use a variety of instructional strategies to accommodate the needs of beginning readers and the varying abilities of more advanced readers. The program shall provide ongoing diagnosis of students’ skills and, as needed, may provide supplementary instruction during the school day and/or outside the regular school session to assist students who are experiencing difficulty learning to read.

The County Superintendent or designee shall make available professional development opportunities that are designed to provide instructional staff with knowledge about how students develop language skills, the ability to analyze students’ literacy levels, and mastery of a variety of instructional strategies and materials.

Butte County Office of Education assigned staff shall provide the County Superintendent or designee with data from state and Butte County Office of Education’s schools reading assessments and program evaluations to enable the County Superintendent or designee to monitor program effectiveness.

Legal Reference

Education Code

41515-41508 Pupil Retention Block Grant

41530-41532 Professional Development Block Grant

44735 Teaching as a Priority Block Grant

44755-44757.5 Teacher Reading Instruction Development Program, K-3

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

60119 Sufficiency of textbooks and instructional materials

60200.4 Fundamental skills

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

60207 Curriculum frameworks

60350-60352 Core reading program instructional materials

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

99220-99221 California Reading Professional Development Institutes

99230-99242 Mathematics and Reading Professional Development Program [AB466 trainings]

Code of Regulations, Title 5

11980-11985 Mathematics and Reading Professional Development Program [AB466 trainings]

11991-11991.2 Reading First achievement index

United States Code, Title 20

6381-6381k Even Start Family Literacy Program

6383 Improving literacy through school libraries

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6142.92

MATHEMATICS INSTRUCTION

The County Superintendent desires to offer a rigorous mathematics program that progressively develops the knowledge and skills students will need to succeed in college and career. The Butte County Office of Education's mathematics program shall be designed to teach mathematical concepts in the context of real-world situations and to help students gain a strong conceptual understanding, a high degree of procedural skill and fluency, and ability to apply mathematics to solve problems.

For each grade level, the County Superintendent or designee shall adopt academic standards for mathematics that meet or exceed the Common Core State Standards. The County Superintendent or designee shall develop or select curricula that are aligned with these standards and the state curriculum framework.

The Butte County Office of Education's mathematics program shall address the following standards for mathematical practices which are the basis for mathematics instruction and learning:

1. Overarching habits of mind of a productive mathematical thinker: Making sense of problems and persevering in solving them: attending to precision
2. Reasoning and explaining: Reasoning abstractly and quantitatively; construction viable arguments and critiquing the reasoning of others
3. Modeling and using tools: Modeling with mathematics; using appropriate tools strategically
4. Seeing structure and generalizing: Looking for and making use of structure; looking for and expressing regularity in repeated reasoning

In addition, the program shall be aligned with grade-level standards for mathematics content.

For grades K-8, content shall address, at appropriate grade levels, counting and cardinality, operations and algebraic thinking, number and operations in base ten, fractions, measurement and data, geometry, ratios and proportional relationships, functions, expression and equations, the number system, and statistics and probability. Students shall learn the concepts and skills that prepare them for the rigor of higher mathematics.

For higher mathematics Butte County Office of Education shall offer a pathway of courses through which students shall be taught concepts that address number and quantity, algebra, functions, modeling, geometry, and statistics and probability.

The Superintendent or designee shall ensure that students are appropriately placed in mathematics courses and are not required to repeat a course that they have successfully complete in an earlier grade level. Placement decisions shall be based on consistent protocols and multiple academic measures.

The County Superintendent or designee shall ensure that certificated staff have opportunities to participate in professional development activities designed to increase their knowledge and skills in effective mathematics teaching practices.

The County Superintendent or designee shall ensure that students have access to sufficient instructional materials, including manipulatives and technology, to support a balanced, standards-aligned mathematics program.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Butte County Office of Education assigned staff shall provide the County Superintendent or designee with data from state and Butte County Office of Education's schools reading assessments and program evaluations to enable the County Superintendent or designee to monitor program effectiveness.

Legal Reference

Education Code

51210 Areas of study, grades 1-6

51220 Areas of study, grades 7-12

51224.5 Algebra in course of study for grades 7-12

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6143

COURSES OF STUDY

The County Superintendent recognizes that a well-aligned sequence of courses fosters academic progress and provides for the best possible use of instructional time. Butte County Office of Education's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and the workplace.

The County Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within Butte County Office of Education. As necessary, he/she also shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which Butte County Office of Education students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

Elementary Grades

The County Superintendent shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary course of study.

Secondary Grades

Butte County Office of Education shall offer all otherwise qualified students in grades 7-12 a course of study that prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry.

In addition, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years before graduation, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities.

The County Superintendent or designee shall develop a process by which courses that meet college admission criteria (referred to as "a-g" course requirements) are submitted to the University of California for review and certification. He/she shall maintain an accurate list of all current high school courses that have been so certified, shall ensure that the list is provided annually to each student in grades 9-12, and shall make updated lists readily available.

Legal Reference

Education Code

33319.3 Driver education; CDE materials on road rage

33540 Government and civics instruction in interaction with government agencies

48980 Parental notifications

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and restricted dangerous drugs

51204 Course of study designed for student's needs

51204.5 Social science instruction; history of California; contributions of various groups

51210-51212 Course of study for grades 1-6

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

51220-51229 Course of study for grades 7-12

51241 Exemption from physical education

51911-51921 Comprehensive health education

51930-51939 Comprehensive sexual health and HIV/AIDS prevention instruction

51940 Curriculum for brain and spinal cord injury prevention

53278-53280 Supplemental School Counseling Program

60040-60052 Requirements for instructional materials

66204 Certification of high school courses as meeting university admission criteria

Health and Safety Code

11032 Definition of dangerous drugs

Code of Regulations, Title 5

10020-10049 Automobile driver education and training

10060 Physical education program

United States Code, Title 20

6101-6251 School-to-Work Opportunities Act of 1994

Approved: November, 2011

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6143

REGULATIONS REGARDING COURSES OF STUDY

Grades 1-6

Courses of study for grades 1-6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, and composition
2. Mathematics: concepts, operational skills, and problem solving
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in:
 - a. The history, resources, development, and government of California and the United States
Instruction shall include the early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society.
 - b. The development of the American economic system, including the role of the entrepreneur and labor
 - c. The relations of persons to their human and natural environments
 - d. Eastern and western cultures and civilizations
 - e. Contemporary issues
 - f. The wise use of natural resources
4. Science: biological and physical aspects, with emphasis on experimental inquiry and the place of humans in ecological systems
5. Visual and performing arts: instruction in dance, music, theatre, and visual arts aimed at developing aesthetic appreciation and creative expression
6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in:
 - a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease
 - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
 - f. Violence as a public health issue
7. Physical education, with emphasis on physical activities conducive to health and vigor of body and mind
8. Career awareness exploration

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Grades 7-12

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking
2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in:
 - a. The history, resources, development, and government of California and the United States, including instruction in:
 - (1) The early history of California and a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society
 - (2) World War II and the role of Americans and Filipinos in that war
 - (3) The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
 - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions
 - c. The development of the American economic system, including the role of the entrepreneur and labor
 - d. The relations of persons to their human and natural environments, including the wise use of natural resources
 - e. Eastern and western cultures and civilizations
 - f. Human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust
 - g. Contemporary issues
3. Foreign language(s): understanding, speaking, reading, and writing, beginning not later than grade 7
4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind
5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; appropriate applications of the interrelation and interdependence of the sciences
6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra
7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression
8. Applied arts: consumer and homemaking education, industrial arts, general business education, or general agriculture
9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students
10. HIV/AIDS prevention

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

11. Personal and public safety, accident prevention and health, including instruction in:
 - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease
 - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body and upon prenatal development
 - f. Prenatal care
 - g. Violence as a public health issue

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education that address at least all of the following:

1. Child growth and development
2. Parental responsibilities
3. Household budgeting
4. Child abuse and neglect issues
5. Personal hygiene
6. Maintenance of healthy relationships
7. Teen parenting issues
8. Self-esteem

High schools shall offer automobile driver education that includes instruction in:

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist pertaining to pedestrians and the rights and duties of pedestrians pertaining to traffic laws and traffic safety

Certification of College Preparatory Courses

The County Superintendent or designee shall identify courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives that may qualify for designation as "a-g" college preparatory courses. He/she shall submit course information to the University of California (UC) including, but not necessarily limited to, the course title, subject area, grade level(s), unit value, a brief course description, prerequisites and co-requisites, texts and supplemental instructional materials used in the course, whether the school is seeking designation of the course as an honors course, and whether the course is classified as a career technical education or regional occupational program course. He/she also shall electronically submit updates to UC whenever course content changes or a course will not be offered in a particular year.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Notification to Students in Grades 9-12

At the beginning of each school year, the County Superintendent or designee shall provide written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following:

1. A brief explanation of the course requirements for admission to UC and the California State University (CSU)
2. A list of the current UC and CSU web sites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of the CDE web site where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

Approved: November, 2011

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6144

CONTROVERSIAL ISSUES

The County Superintendent believes that students should have opportunities to discuss controversial issues which have political, social, or economic significance and which the students are mature enough to investigate and address. The study of a controversial issue should help students learn how to gather and organize pertinent facts, discriminate between fact and fiction, draw intelligent conclusions, and respect the opinions of others.

The County Superintendent expects teachers to exercise caution and discretion when deciding whether or not a particular issue is suitable for study or discussion in any particular class. Teachers shall ensure that all sides of a controversial issue are impartially presented with adequate and appropriate factual information. Without promoting any partisan point of view, the teacher should help students separate fact from opinion and warn them against drawing conclusions from insufficient data. The teachers shall not suppress any student's view on the issue as long as its expression is not malicious or abusive towards others.

Teachers sponsoring guest speakers shall seek prior approval from their supervisor. Approved speakers are expected to not use their position or influence on students to forward their own religious, political, economic, or social views. Teachers shall take active steps to address any bias presented.

Controversial issues may be discussed in the classroom, provided that the issue:

1. Relates to the course of study and provides opportunities for critical thinking, for developing tolerance, and for understanding conflicting points of view;
2. Has a meaningful relationship to matters of concern to the students;
3. Has significant, available information about the issue to allow alternative points of view to be discussed and evaluated on a factual basis;
4. Uses established facts as primary evidence to give all sides of the issue a proper hearing;
5. Has points of view which can be understood and defined by the students;
6. Is initiated by the students or by the established curriculum, but not by a source outside of the schools;
7. Does not reflect adversely upon persons because of their race, religion, sex, color, creed, national origin, ancestry, handicap, or social or economic status;
8. Does not violate state or federal law.

When required by law or otherwise deemed appropriate by the teacher or administrator, parents/guardians shall be notified prior to instruction related to any controversial issue and parents/guardians consent shall be obtained for student participation. Students whose parents/guardians decline such instruction may be offered the option to participate in an alternative activity of similar value.

A student or parent/guardian with concerns regarding instruction about controversial issues shall be directed to appropriate complaint procedures.

The Assistant Superintendent shall have responsibility for implementing this policy and the authority to judge whether the above conditions are being met.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Legal Reference:

Education Code

220 Prohibition of discrimination

51500 Prohibited instruction activity

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51530 Prohibition and definition re advocating or teaching communism with intent to indoctrinate

51933 Sex education courses

51938 Right of parent/guardian to excuse child from sexual health instruction

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Criteria for instructional materials

Approved: July, 2004

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6145

EXTRACURRICULAR AND CO-CURRICULAR ACTIVITIES

The County Superintendent recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. The County Superintendent encourages and supports student participation in extra/co-curricular activities without compromising the integrity and purpose of the educational program.

No extracurricular or co-curricular program or activity shall be provided or conducted separately, and no student's participation in extracurricular and co-curricular activities shall be required or refused, based on the student's sex, gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability. Requirements for participation in extracurricular and co-curricular activities shall be limited to those that are essential to the success of the activity. The County Superintendent directs that appropriate program administrators shall ensure that disabled students have equal access to extracurricular and co-curricular activities, student organizations, and school-related social events, regardless of the severity or nature of their disabilities. In addition, no student shall be prohibited from participating in extra/co-curricular activities related to the educational program because of inability to pay fees associated with the activity.

Butte County Office of Education employees shall supervise extra/co-curricular activities whenever they are conducted under the name of the Butte County Office of Education.

Any complaint alleging unlawful discrimination in the district's extracurricular or co-curricular programs or activities shall be filed in accordance with SP/AR 1312.3 - Uniform Complaint Procedures.

Eligibility Requirements

To be eligible to participate in extracurricular and co-curricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.

Any decision regarding the eligibility of any child in foster care or a child of a military family for extracurricular or co-curricular activities shall be made by the County Superintendent or designee.

The County Superintendent or designee may revoke a student's eligibility for participation in extracurricular and co-curricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Co-curricular Events

When attending or participating in extracurricular and/or co-curricular activities on or off campus, students are subject to Butte County Office of Education Superintendent's Policy and Administrative Regulations

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SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

relating to student conduct. Students who violate the policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or co-curricular activities in accordance with Butte County Office of Education Superintendent’s Policy and Administrative Regulations. When appropriate, the County Superintendent or designee shall notify local law enforcement.

Annual Policy Review

The Superintendent shall annually review this policy and implementing regulations.

Legal Reference

Education Code

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of homeless students and foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49010-49013 Student fees

49024 Activity Supervisor Clearance Certificate

49700-49703 Education of children of military families

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Approved: November, 2009

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6146.1

HIGH SCHOOL GRADUATION REQUIREMENTS

The County Superintendent desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

Course Requirements

To obtain a high school diploma, students shall complete at least the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. Three courses in English
2. Two courses in mathematics
At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I. Completion, prior to grade 9, of algebra coursework that meets or exceeds state academic content standards shall satisfy the algebra coursework requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12.
3. Two courses in science, including biological and physical sciences
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics
5. One course in visual or performing arts, foreign language, including American Sign Language, or career technical education
To be counted towards meeting graduation requirements, a course in career technical education shall be aligned to the career technical model curriculum standards and framework adopted by the State Board of Education.
6. Two courses in physical education, unless the student has been otherwise exempted

Because the prescribed course of study may not accommodate the needs of some students, the County Superintendent or designee shall provide alternative means for the completion of prescribed courses in accordance with law.

The County Superintendent or designee shall exempt or waive specific course requirements for foster youth or children of military families.

Certificates of Completion

Students who have passed all course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.

Retroactive Diplomas

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma.

Butte County Office of Education may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a Butte County

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service.

Butte County Office of Education may also retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin.

In addition, Butte County Office of Education may grant a diploma to a veteran who entered the military service of the United States while he/she was a Butte County student in grade 12 and who had completed the first half of the work required for grade 12.

Exemptions and Waivers

A foster youth, homeless student, former juvenile court school student, or child of a military family who transfers into the district any time after completing his/her second year of high school shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of his/her fourth year of high school. Within 30 days of the transfer, any such student shall be notified of the availability of the exemption and whether he/she qualifies for it.

Legal Reference

Education Code

- 47612 Enrollment in charter school
- 48200 Compulsory attendance
- 48412 Certificate of proficiency
- 48430 Continuation education schools and classes
- 48645.5 Acceptance of coursework
- 48980 Required notification at beginning of term
- 49701 Interstate Compact on Educational Opportunity for Military Children
- 51224 Skills and knowledge required for adult life
- 51224.5 Algebra instruction
- 51225.1 Exemption from district graduation requirements
- 51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
- 51225.3 High school graduation
- 51225.35 Mathematics course requirements; computer science
- 51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation
- 51225.5 Honorary diplomas; foreign exchange students
- 51225.6 Compression-only cardiopulmonary resuscitation
- 51228 Graduation requirements
- 51240-51246 Exemptions from requirements
- 51250-51251 Assistance to military dependents
- 51410-51413 Diplomas
- 51420-51427 High school equivalency certificates
- 51430 Retroactive high school diplomas
- 51440 Retroactive high school diplomas
- 51450-51455 Golden State Seal Merit Diploma

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

51745 Independent study restrictions

56390-56392 Recognition for educational achievement, special education

66204 Certification of high school courses as meeting university admissions criteria

67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

4600-4687 Uniform complaint procedures

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Approved: November, 2011

Revised: June, 2018

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6146.1

REGULATIONS REGARDING HIGH SCHOOL GRADUATION REQUIREMENTS

Notifications

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public.

In the annual notification sent to parents/guardians, the County Superintendent or designee shall include the following:

1. Information about district high school graduation requirements and how each requirement satisfies or does not satisfy the subject matter requirements for admission to the California State University and the University of California
2. A complete list of career technical education courses offered by the district that satisfy the subject matter requirements for admission to the California State University and the University of California, and which of the specific college admission requirements these courses satisfy

Approved: November, 2011

Revised: June, 2018

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6146.2

CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY

The County Superintendent desires that every student have the opportunity to earn a high school diploma through successful completion of course work, and examination.

However, the California Legislature has provided two alternatives to the high school diploma: the High School Equivalency Certificate for individuals 18 or older and the Certificate of Proficiency for persons 16 or older or who have been in the tenth grade for a year or who are currently enrolled in the final semester of tenth grade. These certificates may be granted by the California Department of Education to individuals who pass the performance tests established by the Department.

The County Superintendent or designee shall ensure that Butte County Office of Education requirements relative to these alternatives to high school graduation are fulfilled.

Legal Reference

Education Code

48400-48403 Persons subject to compulsory continuation education

48410 Persons exempt from continuation classes

48412 Certificate of Proficiency; examination fees

48413 Enrollment in continuation classes

48414 Re-enrollment in district

Code of Regulations, Title 5

11520 Definitions

11521 Placement on pupil transcript

11522 Requirement for exemption from school attendance form

11523 Examination announcements

11539 et seq. High School Equivalency Certificate (GED)

CDE Program Advisories

0615.89 Granting credit for passing the tests of the General Education Development (GED)

Approved: July, 2004

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6146.2

REGULATIONS REGARDING CERTIFICATE OF PROFICIENCY / HIGH SCHOOL EQUIVALENCY

Certificate of Proficiency

The principal of each school maintaining grades 11 and 12 shall distribute to each student in those grades an announcement explaining the California High School Proficiency Examination (CHSPE). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year.

The principal also shall advise students that the certificate of proficiency awarded upon passing the CHSPE, while equivalent to a high school diploma, is not the equivalent of completing all coursework required for high school graduation and therefore students should contact the admissions office of the college or university they are interested in attending to determine if the certificate satisfies college admission requirements.

Any student may take the CHSPE if he/she meets one of the following conditions:

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript.

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon his/her request, with verified parent/guardian consent as appropriate.

The consent form to be exempted from compulsory school attendance shall be provided by the Superintendent or designee and shall contain at least the following information:

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

If a student age 16 or 17 terminates his/her enrollment after receiving the high school proficiency certificate, he/she may re-enroll in the district. If he/she subsequently terminates enrollment again, he/she may be denied re-enrollment until the beginning of the following semester.

High School Equivalency Certificate

An eligible person may earn a high school equivalency certificate by passing a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test, the High School Equivalency Test (HiSET), or the Test Assessing Secondary Completion (TASC).

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Any person is eligible to take a test leading to a high school equivalency certificate if he/she is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria:

1. Is 18 years of age or older, or is within 60 days of his/her 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when he/she would have graduated from high school had he/she remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532
5. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school as defined in Education Code 52052, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6146.3

RECIPROCITY / GRADUATION REQUIREMENTS

To be eligible for graduation, transferring students must satisfy all Butte County Office of Education graduation requirements as described in Butte County Office of Education Superintendent's Policy 6146.

Butte County Office of Education shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school.

Where the State of California has established content standards by grade level, staff and/or administration may review credits of a transferring student. If it is determined that those credits/courses do not meet California Content Standards, they will be allowed as elective credit towards graduation.

Legal Reference:

Education Code

35160 Authority of governing boards

35160.1 Broad authority of school districts

47612.5 Charter schools operations, general requirements

48011 Admission from kindergarten or other school

48645.5 Coursework completed in public school, juvenile court school or nonpublic nonsectarian school

51225.3 Requirements for graduation

51228 Minimum curriculum standards

60605 Academic content and performance standards; assessments

60640-60649 California Assessment of Student Performance and Progress

64001 Single plan for student achievement

Approved: July, 2005

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6146.11

ALTERNATIVE CREDITS TOWARD GRADUATION

Students shall receive high school diplomas only after completing the prescribed course of study and passing required examinations.

The County Superintendent recognizes that the prescribed course of study may not accommodate the needs of some students. The County Superintendent, with the active involvement of parents/guardians, administrators, teachers, and students, shall adopt alternative means for the completion of prescribed courses, which may include:

1. Practical demonstration of skills and competencies;
2. Work experience, extended campus experiences, or other outside school experience;
3. Vocational education classes;
4. Courses offered by Regional Occupational Centers or Programs;
5. Interdisciplinary study;
6. Independent study;
7. Credit earned at a post-secondary institution;
8. Challenge tests.

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public.

Legal Reference

Education Code

37252 Pupils to whom summer school instructional programs shall be offered

48430 et seq. Continuation classes

51224 Courses of study

51225.3 Requirements for graduation

51225.4 Courses of instruction implementation policy; certification

51226 Model curriculum standards

51240-51246 Exemptions from requirements

51260-51269 Drug education

51400-51455 Diplomas and certificates

51850-51854 Driver training; § 52508 Diplomas or certificates (adult school)

52510 Requirements for eighth grade graduation (adult school)

Vehicle Code

12814.8 Effectiveness of driver education programs conducted in non-classroom environment; pilot study

Code of Regulations, Title 5

1600-1651 Graduation of pupils from grade 12 and graduation credit

10020 Automotive driver education

10040-10043 Automotive driver training

CDE Program Advisories

1317.86 EIIP Awards for Schools with Abnormally Depressed Grade 12 CAP Scores

20317.86 Graduation Requirements for American Government, Civics and Economics

Approved: July, 2010

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6146.11

REGULATIONS REGARDING ALTERNATIVE CREDITS TOWARD GRADUATION

Alternative means specified by Butte County Office of Education for completing the prescribed course of study shall be made available to students, parents/guardians and the public.

Definitions

A semester period is one period of 40 to 60 minutes of instructional time per week throughout one semester of at least 17 weeks, or a minimum of 12 clock hours of instructional time provided during the academic year or in summer school. While the content to be covered is planned within these time frames, a student may be granted one semester period of credit even though the student spends less than the aforementioned amount of time in completing the necessary work.

Supervised Work Experience Education

Students may be granted up to 40 semester periods of credit for work experience education of one or more of the following types:

1. For exploratory work experience education, students may earn 10 semester periods for each semester, with a maximum of 20 semester periods earned in two semesters.
2. For general work experience education, students may earn 10 semester periods for each semester, with a maximum of 40 semester periods.
3. For vocational work experience education, students may earn 10 semester periods for each semester, with a maximum of 40 semester periods.

College Courses

The Butte County Office of Education may grant credit toward high school graduation for coursework successfully completed at a community college or state college:

1. Special part-time students may enroll in up to 11 units per semester, or the equivalent, in a community college. Students in Butte County Office of Education schools may receive a maximum of 33 community college units towards high school graduation. Additional units will be for college credit only.
2. A written agreement regarding the student's enrollment in postsecondary courses and the credits to be awarded for successful completion shall be signed by the student, parent/guardian, principal, and college representative. The student shall be informed whether the credits to be earned are considered academic credits or elective credits and whether the course would need to be completed again during the college years to satisfy college requirements.
3. To receive credit for coursework completed at a community college or four-year college, the student or parent/guardian shall submit a transcript showing completion of the course with a passing grade.
4. Except under the conditions specified in Education Code § 46146, the minimum day of attendance shall be 180 minutes for any student who is also enrolled in a community college and any student in grades 11-12 who is enrolled part-time in the California State University or University of California, when the student is enrolled in classes for which academic credit will be provided upon satisfactory completion of enrolled courses.

Private Instruction

A student may receive credit toward high school graduation for private instruction under the following conditions:

1. The instruction entails fields and subjects included in the high school's courses of study and curricula.

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2. The student demonstrates his/her capabilities at the beginning and at the end of the period of private instruction by examinations given under the school's supervision, thereby showing that he/she has made progress in learning satisfactory to the school.

Correspondence Instruction

Butte County Office of Education may grant credit for correspondence instruction under the following conditions:

1. The correspondence instruction is provided by the University of California, or other university or college in California accredited for teacher training, in subjects included within or related to the course of study offered in the school;
2. The student is, for good reason, unable to take the course of study offered in the school;
3. The County Superintendent or designee determines the number of semester periods to be credited for successful completion of a particular correspondence course;
4. No more than 40 semester periods of correspondence instruction are credited to a student towards graduation; or
5. Butte County Office of Education's correspondence instruction has been authorized by the California Superintendent of Public Instruction.

Foreign Language Instruction

Butte County Office of Education may grant credit for foreign language studies successfully completed in a private school and shall apply the credit toward meeting any foreign language requirement prescribed for grades 9-12, provided that all of the following conditions are met:

1. The courses are in languages designated in Education Code § 51244 or State Board of Education regulations;
2. The student is regularly enrolled or applying to the district in grades 9-12;
3. The student or parent/guardian applies in writing for the credit, specifies the private school attended and the amount and level of credit requested, and submits a transcript or other documents from the private school showing that the student successfully completed the course;
4. The amount of credit sought equals at least one semester's work; and
5. The Principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools.

Approved: July, 2008

Revised: June, 2017

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6152.1

PLACEMENT IN MATHEMATICS COURSES

The County Superintendent believes that a sound educational program must include the study of subjects that prepare students for admission to higher education and/or a fulfilling career. To the extent possible, district students shall be provided an opportunity to complete a sequence of mathematics courses recommended for admission into the University of California and California State University systems.

The County Superintendent or designee shall work with teachers, counselors, and administrators and the representatives of feeder schools to develop consistent protocols for placing students in mathematics courses offered at high schools in Butte County. Such placement protocols shall systematically take into consideration multiple objective academic measures that may include, but are not limited to, interim and summative assessments, placement tests that are aligned to state-adopted content standards in mathematics, classroom assignment and grades, and report cards.

Students shall be enrolled in mathematics courses based on the placement protocols. No student shall repeat a mathematics course which he/she has successfully completed based on the district's placement protocols.

When a student does not qualify to be enrolled in a higher level mathematics course based on a consideration of the objective measures specified in the placement protocols, he/she may nevertheless be admitted to the course based on the recommendation of a teacher or counselor who has personal knowledge of the student's academic ability.

The placement protocols shall specify a time within the first month of the school year when students shall be re-evaluated to ensure that they are appropriately placed in mathematics courses and shall specify the criteria they will use to make this determination. Any student found to be misplaced shall be promptly placed in the appropriate mathematics course.

Within 10 school days of an initial placement decision or a placement decision upon re-evaluation, a student and his/her parent/guardian who disagree with the placement of the student may appeal the decision to the County Superintendent or designee. The County Superintendent or designee shall decide whether or not to overrule the placement determination within 10 school days of receiving the appeal. The decision of the County Superintendent or designee shall be final.

Butte County Office of Education staff shall implement the placement protocols uniformly and without regard to students' race, sex, gender, nationality, ethnicity, socioeconomic background, or other subjective or discriminatory consideration in making placement decisions.

The County Superintendent or designee shall ensure that all teachers, counselors, and other Butte County Office of Education staff responsible for determining students' placement in mathematics courses receive training on the placement protocols.

Prior to the beginning of each school year, the County Superintendent or designee shall communicate Butte County Office of Education's commitment to providing students with the opportunity to complete mathematics courses recommended for college admission, including approved placement protocols and the appeal process, to parents/guardians, students, teachers, school counselors, and administrators. This communication will be via web site and Parent/Student Handbook and Annual Notifications.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

This policy and Butte County Office of Education's mathematics placement protocols shall be posted on Butte County Office of Education's web site.

Annually, the County Superintendent or designee shall review student data related to placement and advancement in the mathematics courses offered at Butte County high schools to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Board and Superintendent shall also consider appropriate recommendations for removing any identified barriers to students' access to mathematics courses.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48070.5 Promotion and retention; required policy

51220 Areas of study, grades 7-12

51224.5 Completion of Algebra I or Mathematics I

51224.7 California Mathematics Placement Act of 2015

51225.3 High school graduation requirements

51284 Financial literacy

60605 State-adopted content and performance standards in core curricular areas

60605.8 Common Core standards

Approved: April, 2018

Revised:

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6153

FIELD TRIPS - TRANSPORTATION

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 bus drivers who have certification or private contractors who are properly certified. 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 Assistant 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 Assistant Superintendent for approval on an individual basis.

School Related Trips

School buses, vans, and automobiles shall be used to transport students to and from school and for other school/program activities that have the approval of the Assistant Superintendent and are permitted by law.

Private vehicles may only be used when it is impractical to use Butte County Office of Education vehicles (bus, van, etc.). Use of private vehicles shall be governed by California Vehicle Code and Butte County Office of Education Superintendent's Policy.

No field trip shall be authorized if any student would be excluded from participation because of a lack of sufficient funds. The Superintendent or designee shall coordinate with community groups to supply funds for students in need.

Transportation for Special Education Students

The County Superintendent recognizes the responsibility to provide transportation services which give disabled students access to appropriate education programs and services. The County Superintendent or designee shall make transportation available for these students in accordance with needs specified in their Individualized Education Program (IEP) and at no cost to parents/guardians.

IEP teams shall authorize the provision of transportation in accordance with criteria set forth in administrative regulations. In selecting the most appropriate mode of transportation, IEP teams shall consider the student's unique safety and health needs, the availability of equipment, existing transportation

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schedules, and the extent to which transportation arrangements may help the student develop independent mobility skills.

Transportation by Private Automobile

The County Superintendent or designee may authorize the transportation of students on an occasional basis by private automobile for approved field trips and activities when the vehicle is driven by an adult who has registered with the Butte County Office of Education for such purposes by filing a completed Affirmation of Automobile Insurance Form. Private automobiles shall not be used to transport students for regularly scheduled activities. All student passengers shall provide permission slips signed by their parents/guardians which indicate the acknowledgment that a private automobile is being used for transportation.

Drivers shall be required to possess a valid California driver's license and prior to using a personal automobile to transport students, must provide a copy of a clean Department of Motor Vehicles record and proof of Bodily Injury Liability insurance of not less than \$100,000 per person and \$300,000 per accident, Property Damage Liability insurance of a minimum of \$50,000 each accident, and Combined single limit for Property Damage and Bodily Injury Insurance of \$300,000 for each accident.

Owners, drivers, and passengers shall be informed that the registered owner and his/her insurance company bear primary responsibility for any accidents which may occur. Secondary insurance coverage shall be provided by Butte County Office of Education in the event of an accident, losses, or claims for damages during the transportation of students in private vehicles and in the execution of Butte County Office of Education employee's job responsibilities when the amount of the claim exceeds the limits stated in the paragraph above. The Butte County Office of Education does not cover, nor is it responsible for, comprehensive or collision insurance for privately owned vehicles.

A seat belt must be provided for and worn by each passenger. Owners shall comply with the California Vehicle Code, Sections 27360 and 27360.5 which govern the need for child safety seats or booster seats for children based on age, as well as children who are under certain minimum weight requirements.

The number of vehicle occupants, including the driver, shall not exceed the capacity for which the vehicle was designed and should not in any case exceed ten.

Legal Reference

Education Code

8760; 1240 et seq. Duties, responsibilities and general powers

1270 School bus use for school activities

35330 Excursions and field trips

39830 et seq. School buses

39835 Use for community recreation

39837 Transportation of pupils to places of summer employment

39860 Transportation to special activities

Vehicle Code

27360-27360.5 Child Safety Belt and Passenger Restraint Requirements

Approved: October, 2009

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6154

HOMEWORK

The County Superintendent recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students ability to meet the county's academic standards. The County Superintendent expects students, parents / guardians and staff to view homework as a routine and important part of student's daily lives. The primary purpose of homework assignments is to extend the classroom learning and provide students with additional practice opportunities. To that extent, each administrator is to monitor the type, quality and quantity of homework assignments.

The County Superintendent or designee shall ensure that administrators and teachers develop and implement an effective homework plan at each school site. As needed, teachers may receive training in designing relevant, challenging and meaningful homework assignments that reinforce classroom-learning objectives. Teacher's expectations related to homework may be addressed in their evaluations.

Although it is the student's responsibility to do most homework assignments independently, the County Superintendent expects teachers at all levels to use parents / guardians as a contributing resource. When students repeatedly fail to do their homework, parents / guardians shall be notified and asked to contact the teacher.

Approved: September, 2004

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6154

REGULATIONS REGARDING HOMEWORK

School-Site Homework Plan

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

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

Approved: July, 2004

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6155

CHALLENGING COURSES BY EXAMINATION

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

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

Legal Reference

Education Code

51225.3 Requirements of graduation

52017 Secondary school; additional inclusion in (school improvement) plan

Approved: July, 2004

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6158

INDEPENDENT STUDY

The County Superintendent authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction.

Parents/guardians of students who are interested in independent study shall contact the Assistant Superintendent or designee. The Assistant Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet Butte County Office of Education's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The minimum period of time for any independent study option shall be five consecutive school days unless enrolled in a Butte County Office of Education charter school.

The Assistant Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student.

The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than twenty [20] school days for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Assistant Superintendent or designee may allow for a longer period of time between the dates an assignment is made and when it is due, up to the termination date of the agreement.

When a participating student misses three assignments in a period of twenty [20] school days, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study. However, a student's written agreement may specify a lower or higher number of missed assignments that will trigger an evaluation when the County Superintendent or designee determines it appropriate based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study.

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SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

Legal Reference

Education Code

- 17289 Exemption for facilities
- 41976.2 Independent study programs; adult education funding
- 42238 Revenue limits
- 44865 Qualifications for home teachers and teacher in special classes and schools
- 46300 – 46307.1 Methods of computing average daily attendance
- 47612.5 Independent study in charter schools
- 48204 Residency based on parent employment
- 48206.3 Home or hospital instruction; students with temporary disabilities
- 48220 Classes of children exempted
- 48340 Improvement of pupil attendance
- Expulsion; particular circumstances
- Educational program requirements for expelled students
- 48917 Suspension of expulsion order
- 51225.3 Requirements for high school graduation
- 51745-51749.3 Independent study programs
- 52206 Gifted and talented education; use of independent study to augment program
- 52522 Adult education alternative instructional delivery
- 52523 Adult education as supplement to high school curriculum; criteria
- 56026 Individuals with exceptional needs
- 58500-58512 Alternative schools and programs of choice

Family Code

6550 Authorization affidavits

Code of Regulations, Title 5

- 11700-11703 Independent study
- 19819 State audit compliance

Approved: June, 2016

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6158

REGULATIONS REGARDING INDEPENDENT STUDY

Equivalency

Butte County Office of Education's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges.

Butte County Office of Education shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians.

Eligibility for Independent Study

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries.

For a student with disabilities, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation.

A temporarily disabled student shall not receive individual instruction by means of independent study.

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma.

Written Agreements

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days.

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following:

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel that will be made available to the student
4. A statement of the Butte County Office of Education Superintendent's Policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one year.
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion

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7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

Before the student begins the independent study, the written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

Monitoring Student Progress - Records

The Assistant Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to:

1. A copy of the Butte County Office of Education Superintendent's Policy [SP], and Administrative Regulations [AR], and other procedures related to independent study.
2. A separate listing of the students, by grade level, program, and school, who have participated in independent study. This listing shall identify units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identify course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements.
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Butte County Office of Education Superintendent's Policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation.

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs, unless a new higher or ratio for all other educational programs offered is negotiated in a collective bargaining agreement or Butte County Office of Education enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio.

Approved: June, 2016

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6159

INDIVIDUALIZED EDUCATION PROGRAM

The County Superintendent desires to provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a free, appropriate public education and be placed in the least restrictive environment which meets their needs to the extent provided by law.

The County Superintendent or designee shall develop Administrative Regulations regarding the appointment of the individualized education program (IEP) team, the contents of the IEP and the development, review and revision of the IEP.

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

Legal Reference

Education Code

- 51225.3 Requirements for high school graduation and diploma
- 56055 Rights of foster parents pertaining to foster child's education
- 56136 Guidelines for low incidence disabilities areas
- 56195.8 Adoption of policies
- 56321 Development or revision of IEP
- 56321.5 Notice to include right to electronically record
- 56340.1-56346 Instructional planning and individualized education program
- 56350-56352 IEP for visually impaired students
- 56380 IEP reviews; notice of right to request
- 56390-56393 Certificate of completion, special education
- 56500-56508 Procedural safeguards
- 60640-60649 Standardized Testing and Reporting Program
- 60850 High school exit examination, students with disabilities

Family Code

- 6500-6502 Age of majority

Government Code

- 7572.5 Seriously emotionally disturbed child, expanded IEP team

Welfare and Institutions Code

- 300 Children subject to jurisdiction
- 601 Minors habitually disobedient
- 602 Minors violating law defined as crime

Code of Regulations, Title 5

- 852-853 Standardized Testing and Reporting Program, accommodations for students with disabilities
- 1216-1218 High School Exit Examination, accommodations for students with disabilities
- 3021-3029 Identification, referral and assessment
- 3040-3043 Instructional planning and the individualized education program

Approved: July, 2005

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6159

REGULATIONS REGARDING INDIVIDUALIZED EDUCATION PROGRAM

Members of the Individualized Education Program Team

The Butte County Office of Education shall ensure that the individualized education program (IEP) team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian
2. If the student is or may be participating in the regular education program, at least one regular education teacher
If more than one regular education teacher is providing instructional services to the student, the district may designate one such teacher to represent the others.
3. At least one special education teacher or, where appropriate, at least one special education provider for the student
4. A representative of the Butte County Office of Education who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities
 - b. Knowledgeable about the general education curriculum
 - c. Knowledgeable about the availability of Butte County Office of Education and/or special education local plan area (SELPA) resources
5. An individual who can interpret the instructional implications of assessment results
This individual may already be a member of the team as described in items #2-4 above or in item #6 below.
6. At the discretion of the parent/guardian or Butte County Office of Education, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate
The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team.
7. Whenever appropriate, the student with a disability
8. For transition service consideration:
 - a. The student, regardless of his/her age, if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist him/her in reaching those goals pursuant to 34 CFR 300.320(b)6
If the student does not attend the IEP team meeting, the Butte County Office of Education shall take other steps to ensure that his/her preferences and interests are considered.
 - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services
9. For students suspected of having a specific learning disability, at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher
At least one team member other than the student's regular education teacher shall observe the student's academic performance and behavior in the areas of difficulty in his/her learning environment, including in the regular classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age.

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

10. For students who have been placed in a group home by the juvenile court, a representative of the group home

Members of the Individualized Education Program Team (con't)

If a student with a disability is identified as potentially requiring mental health services, Butte County Office of Education shall request the participation of the county mental health program in the IEP team meeting prior to referring the student to a county mental health agency for services.

Upon request of the parent/guardian of a child who was previously served under Early Education for Individuals with Exceptional Needs or the California Early Intervention Services Act, Butte County Office of Education shall invite the Infant and Toddlers with Disabilities Coordinator or other representative of the early education or early intervention system to the initial IEP team meeting to assist with the smooth transition of services.

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian and Butte County Office of Education agree, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. Even if the meeting involves a discussion of the IEP team member's area of the curriculum or related service, the member may be excused from the meeting if the parent/guardian, in writing, and the Butte County Office of Education consent to the excusal after conferring with the member and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting.

Parent/Guardian Participation and Other Rights

The County Superintendent or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place.

The County Superintendent or designee shall send parents/guardians notices of IEP team meetings that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. Inform them of:
 - a. Their right to bring to the meeting other individuals who have knowledge or special expertise about the student
 - b. The provisions relating to the participation of the Infant and Toddlers with Disabilities Coordinator at the initial IEP team meeting, if the student was previously served under Early Education for Individuals with Exceptional Needs or the California Early Intervention Services Act

In addition, when the IEP team meeting is to consider the development, review, or revision of the IEP of a student with a disability who is 16 years of age, or younger than 16 if deemed appropriate by the IEP team, the County Superintendent or designee's notice to the student's parents/guardians shall include the following:

1. An indication that a purpose of the meeting will be the consideration of postsecondary goals and transition services for the student

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2. An indication that the student is invited to the IEP team meeting
3. Identification of any other agency that will be invited to send a representative

At each IEP team meeting convened by Butte County Office of Education, the Butte County Office of Education administrator or specialist on the team shall inform the parent/guardian and student of the federal and state procedural safeguards included in the notice of parental rights provided.

The parent/guardian shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the Butte County Office of Education shall provide complete copies of the records within five (5) business days.

If neither parent/guardian can attend the meeting, the County Superintendent or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls.

An IEP team meeting may be conducted without a parent/guardian in attendance if Butte County Office of Education is unable to convince the parent/guardian that he/she should attend. In such a case, Butte County Office of Education shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including:

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

Parents/guardians and the Butte County Office of Education shall have the right to audio record the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If Butte County Office of Education gives notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend because the meeting would be audio recorded, the meeting shall not be audio recorded. Parents/guardians also have the right to:

1. Inspect and review the audio recordings
2. Request that an audio recording be amended if they believe it contains information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights

Butte County Office of Education shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English.

Butte County Office of Education shall give the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost.

Parent/Guardian Consent

Before providing special education and related services, Butte County Office of Education shall seek to obtain informed consent. Butte County Office of Education shall not provide services by utilizing the due process hearing procedures if the parent/guardian refuses to consent to the initiation of services. If the

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parent/guardian does not consent to all of the components of the IEP, then those components to which the parent/guardian has consented shall be implemented so as not to delay providing instruction and services to the student.

If Butte County Office of Education determines that a part of a proposed IEP to which the parent/guardian does not consent is necessary in order to provide the student with a free appropriate public education (FAPE), a due process hearing shall be initiated. While the due process hearing is pending, the student shall remain in the current placement unless the parent/guardian and Butte County Office of Education agree otherwise.

If at any time subsequent to the initial provision of services, the student's parent/guardian revokes consent, in writing, for the continued provision of special education services, the County Superintendent or designee shall provide prior written notice within a reasonable time before ceasing to provide services to the student. The Butte County Office of Education shall not request a due process hearing or pursue mediation in order to require an agreement or ruling that services be provided to the student.

Prior to the discontinuation of services, the County Superintendent or designee may offer to meet with the parents/guardians to discuss concerns for the student's education. However, this meeting shall be voluntary on the part of the parent/guardian and shall not delay the implementation of the parent/guardian's request for discontinuation of services.

When Butte County Office of Education ceases to provide special education services in response to the parent/guardian's revocation of consent, the student shall be classified as a general education student.

Contents of the IEP

The IEP shall be a written statement developed, reviewed, and revised in a meeting of the IEP team. It shall include, but is not limited to, all of the following:

1. A statement of the present levels of the student's academic achievement and functional performance, including:
 - a. The manner in which the student's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for non-disabled students)
 - b. For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities
 - c. For students with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
2. A statement of measurable annual goals, including academic and functional goals, designed to:
 - a. Meet the student's needs that result from his/her disability in order to enable the student to be involved in and progress in the general education curriculum
 - b. Meet each of the student's other educational needs that result from his/her disability
3. A description of the manner in which the student's progress toward meeting the annual goals described in item #2 above will be measured and when Butte County Office of Education will provide periodic reports on the progress the student is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards

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4. A statement of the special education instruction and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student to:
 - a. Advance appropriately toward attaining the annual goals
 - b. Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities
 - c. Be educated and participate with other students with disabilities and nondisabled students in the activities described in the statement
5. An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in extracurricular and other non-academic activities described in the statement mentioned in item #4 above
6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the student on state and Butte County Office of Education assessments
If the IEP team determines that the student shall take an alternate assessment instead of a particular regular state or Butte County Office of Education assessment, the student's IEP also shall include a statement of the reason that he/she cannot participate in the regular assessment and the reason that the particular alternate assessment selected is appropriate for him/her.
7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications
8. Beginning not later than the first IEP to be in effect when the student is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills
 - b. The transition services, including courses of study, needed to assist the student in reaching those goals
9. Beginning at least one year before the student reaches age 18, a statement that the student has been informed of his/her rights, if any, that will transfer to him/her upon reaching age 18.

Where appropriate, the IEP shall also include:

1. For students in grades 7-12, any alternative means and modes necessary for the student to complete Butte County Office of Education's prescribed course of study and to meet or exceed proficiency standards required for graduation
2. Linguistically appropriate goals, objectives, programs, and services for students whose native language is not English
3. Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of FAPE

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4. Provision for transition into the regular education program if the student is to be transferred from a special class or center or non-public, non-sectarian school into a regular education program in a public school for any part of the school day
The IEP shall include descriptions of activities intended to:
 - a. Integrate the student into the regular education program, including indications of the nature of each activity and the time spent on the activity each day or week
 - b. Support the transition of the student from the special education program into the regular education program
5. Specialized services, materials, and equipment for students with low incidence disabilities

Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following:

1. The strengths of the student
2. The concerns of the parents/guardians for enhancing the education of their child
3. The results of the initial assessment or most recent assessment of the student
4. The academic, developmental, and functional needs of the student
5. In the case of a student whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior
6. In the case of a student with limited English proficiency, the language needs of the student as such needs relate to the student's IEP
7. In the case of a student who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille.
However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the student. This determination shall be based upon an assessment of the student's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media.
8. The communication needs of the student, and in the case of a student who is deaf or hard of hearing, the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode
The team shall also consider the related services and program options that provide the student with an equal opportunity for communication access.
9. Whether the student requires assistive technology devices and services

If, in considering the special factors in items #1-9 above, the IEP team determines that a student needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team shall include a statement to that effect in the student's IEP.

The County Superintendent or designee shall ensure that the IEP team:

1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement
2. Revises the IEP, as appropriate, to address:
 - a. Any lack of expected progress toward the annual goals and in the general education curriculum, where appropriate
 - b. The results of any re-assessment conducted

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- c. Information about the student provided to or by the parents/guardians regarding review of evaluation data
 - d. The student's anticipated needs
 - e. Other matters
3. Considers the special factors listed in items #5-9 above when reviewing the IEP of a student with a disability who has additional behavior or communication needs

The IEP team shall also meet:

1. Whenever the student has received an initial formal assessment and, when desired, when the student receives any subsequent formal assessment
2. Upon request by the student's parent/guardian or teacher to develop, review, or revise the IEP

The parent/guardian shall have the right to present information to the IEP team in person or through a representative and the right to participate in meetings that relate to eligibility for special education and related services, recommendations, and program planning.

If a participating agency other than Butte County Office of Education fails to provide the transition services described in the student's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the student in the IEP.

As a member of the IEP team, the regular education teacher shall, to the extent appropriate, participate in the development, review, and revision of the student's IEP, including assisting in the determination of:

1. Appropriate positive behavioral interventions and supports and other strategies for the student
2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the student

To the extent possible, Butte County Office of Education shall encourage the consolidation of re-assessment meetings and other IEP team meetings for a student.

The student shall be allowed to provide confidential input to any representative of his/her IEP team.

When a change is necessary to a student's IEP after the annual IEP team meeting for the school year has been held, the parent/guardian and Butte County Office of Education may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the student's current IEP.

The IEP team shall be informed of any such changes. Upon request, Butte County Office of Education shall provide the parent/guardian with a revised copy of the IEP with the incorporated amendments.

If a student with disabilities residing in a licensed children's institution or foster family home has been placed by Butte County Office of Education in a non-public, non-sectarian school, Butte County Office of Education shall conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the student's needs.

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When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following:

1. The case progress
2. The continuing need for out-of-home placement
3. The extent of compliance with the IEP
4. Progress toward alleviating the need for out-of-home care

Timelines for the IEP and for the Provision of Services

At the beginning of each school year, Butte County Office of Education shall have an IEP in effect for each student with a disability within Butte County Office of Education's school's jurisdiction.

Butte County Office of Education shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a student needs special education and related services. Butte County Office of Education shall also ensure that, as soon as possible following development of the IEP, special education services and related services are made available to the student in accordance with his/her IEP.

An IEP required as a result of an assessment of the student shall be developed within 60 days (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days) from the date of receipt of the parent/guardian's written consent for assessment, unless the parent/guardian agrees, in writing, to an extension.

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year for a student for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that the student's school days reconvene.

When a parent/guardian requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent/guardian's written request, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days. If a parent/guardian makes an oral request, Butte County Office of Education shall notify the parent/guardian of the need for a written request and the procedure for filing such a request.

A regular education or special education teacher may request a review of the classroom assignment of a student with a disability by submitting a written request to the County Superintendent or designee. The County Superintendent or designee shall consider the request within 20 days of receiving it, not counting days when school is not in session or, for year-round schools, days when the school is off track. If the review indicates a need for change in the student's placement, instruction, and/or related services, the County Superintendent or designee shall convene an IEP team meeting, which shall be held within 30 days of the County Superintendent or designee's review, not counting days when school is not in session or days when school is off track, unless the student's parent/guardian consents in writing to an extension of time.

Butte County Office of Education shall ensure that the student's IEP is accessible to each regular education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. Butte County Office of Education shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the student in accordance with the IEP.

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Transfer Students

To facilitate the transition of a student with a disability who is transferring into a Butte County Office of Education school, Butte County Office of Education shall take reasonable steps to promptly obtain the student's records, including his/her IEP and the supporting documents related to the provision of special education services.

If the student transfers into a Butte County Office of Education school from another school within the same SELPA during the school year, Butte County Office of Education shall continue to provide services comparable to those described in the student's existing IEP, unless his/her parent/guardian and the Butte County Office of Education agree to develop, adopt, and implement a new IEP that is consistent with state and federal law.

If the student transfers into a Butte County Office of Education school from a school outside of the Butte County SELPA during the school year, Butte County Office of Education shall provide the student with FAPE, including services comparable to those described in the previous district's IEP. Within 30 days, Butte County Office of Education shall, in consultation with the student's parents/guardians, adopt the previous district's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal law.

If the student transfers into a Butte County Office of Education school from an out-of-state district during the school year, Butte County Office of Education shall provide the student with FAPE, including services comparable to the out-of-state district's IEP, in consultation with the parent/guardian, until such time as the Butte County Office of Education conducts an assessment, if it determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate.

Approved: November, 2010

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6159.1

PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

The County Superintendent desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Butte County Office of Education Superintendent’s Policy and Administrative Regulations.

The County Superintendent or designee shall represent Butte County Office of Education in any due process hearing conducted with regard to Butte County Office of Education students.

The County Superintendent or designee shall address a complaint concerning compliance with state or federal law regarding special education in accordance with Butte County Office of Education’s uniform complaint procedures.

Legal References

Education Code

56000 Education for individuals with disabilities

56001 Provision of the special education programs

56020-56035 Definitions

56195.7 Written agreements

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56440-56447.1 Programs for individuals between the ages of three and five years

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

Code of Regulations, Title 5

3000-3100 Regulations governing special education

4600-4671 Uniform complaint procedures

United States Code, Title 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act

United States Code, Title 29

794 Section 504 of the Rehabilitation Act

United States Code, Title 42

11434 Homeless assistance

Code of Federal Regulations, Title 34

99.10-99.22 Inspection, review and procedures for amending education records

104.36 Procedural safeguards

300.1-300.818 Assistance to states for the education of students with disabilities, especially

300.500-300.520 Procedural safeguards and due process for parents and students

Court Decisions - Winkelman v. Parma City School District, (2007) 550 U.S. 516

Approved: March, 2009

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6159.1

REGULATIONS REGARDING PROCEDURAL SAFEGUARDS AND COMPLAINTS FOR SPECIAL EDUCATION

Prior Written Notice

The County Superintendent or designee shall send to the parents/guardians of any student with disabilities a prior written notice within a reasonable time:

1. Before Butte County Office of Education initially refers the student for assessment
2. Before Butte County Office of Education proposes to initiate or change the student's identification, assessment, educational placement, or the provision of a free appropriate public education to the student
3. Before Butte County Office of Education refuses to initiate or change the student's identification, assessment, or educational placement or the provision of free appropriate public education to the student,
4. Before the student graduates from high school with a regular diploma thus resulting in a change in placement
5. Upon receipt of the parent/guardian's written revocation of consent for the continued provision of special education and related services to his/her child

This notice shall include:

1. A description of the action proposed or refused by Butte County Office of Education
2. An explanation as to why Butte County Office of Education proposes or refuses to take the action
3. A description of each assessment procedure, test, record, or report Butte County Office of Education used as a basis for the proposed or refused action
4. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for assessment, the means by which a copy of the description of procedural safeguards can be obtained
5. Sources for parents/guardians to obtain assistance in understanding these provisions
6. A description of any other options that the individualized education program team considered and why those options were rejected
7. A description of any other factors relevant to Butte County Office of Education's proposal or refusal

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with disabilities once each school year and:

1. Upon initial referral or parent/guardian request for assessment
2. Upon receipt of the first state compliance complaint in a school year
3. Upon receipt of the first due process hearing request in a school year
4. In accordance with discipline procedures, when a decision is made to remove a student because of a violation of a code of conduct constituting a change of placement
5. Upon request by a parent/guardian

The procedural safeguards notice shall include a full explanation of all of the procedural safeguards relating to:

1. Independent educational evaluation
2. Prior written notice
3. Parental consent, including a parent/guardian's right to revoke consent, in writing, to his/her child's continued receipt of special education and related services
4. Access to educational records

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5. Opportunity to present complaints and resolve complaints through the due process complaint and state compliance complaint procedures, including the time period in which to file a complaint, the opportunity for Butte County Office of Education to resolve the complaint, and the difference between a due process complaint and the state compliance complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures
6. The availability of mediation
7. The student's placement during the pendency of any due process complaint
8. Procedures for students who are subject to placement in an interim alternative educational setting
9. Requirements for unilateral placement by parents/guardians of students in private schools at public expense
10. Hearings on due process complaints, including requirements for disclosure of assessment results and recommendations
11. State-level appeals
12. Civil actions, including the time period in which to file those actions
13. Attorney's fees

This notice shall also include the rights and procedures contained in Education Code, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; the right of the parent/guardian and/or Butte County Office of Education to electronically record the proceedings of IEP meetings; and information regarding the state special schools for students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind.

A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting.

Format of Parent/Guardian Notices

The parents/guardians of a student with a disability shall be provided written notice of their rights in a language easily understood by the general public and in their native language or other mode of communication used by them, unless to do so is clearly not feasible.

If the native language or other mode of communication of the parent/guardian is not a written language, the district shall take steps to ensure that:

1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication.
2. The parent/guardian understands the contents of the notice.
3. There is written evidence that items #1 and #2 have been satisfied.

Butte County Office of Education may place a copy of the procedural safeguards notice on the district's web site.

A parent/guardian of a student with disabilities may elect to receive the prior written notice or procedural safeguards notice by an electronic mail communication.

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

A parent/guardian and/or Butte County Office of Education may initiate due process hearing procedures whenever:

1. There is a proposal to initiate or change the student's identification, assessment, or educational placement or the provision of free appropriate public education to the student.
2. There is a refusal to initiate or change the student's identification, assessment, or educational placement or the provision of free appropriate public education to the student.
3. The parent/guardian refuses to consent to an assessment of his/her child.
4. There is a disagreement between a parent/guardian and Butte County Office of Education regarding the availability of a program appropriate for the student, including the question of financial responsibility.

Prior to having a due process hearing, the party requesting the hearing, or the party's attorney, shall provide the opposing party a due process complaint, which shall remain confidential, specifying:

1. The student's name
2. The student's address or, in the case of a student identified as homeless, available contact information for that student
3. The name of the school the student attends
4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem
5. A proposed resolution to the problem to the extent known and available to the complaining party at the time

Parties filing a due process complaint shall file their request with the California State Superintendent of Public Instruction or designated contracted agency.

Response to Due Process Complaints

If Butte County Office of Education has sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, Butte County Office of Education shall, within 10 days of receipt of the complaint, send a response specifically addressing the issues in the complaint.

If Butte County Office of Education has not sent a prior written notice to the parent/guardian regarding the subject matter contained in the parent/guardian's due process complaint, Butte County Office of Education shall send a response to the parent/guardian within 10 days of receipt of the complaint containing:

1. An explanation of why Butte County Office of Education proposed or refused to take the action raised in the complaint
2. A description of other options that the IEP team considered and the reasons that those options were rejected
3. A description of each evaluation procedure, assessment, record, or report Butte County Office of Education used as the basis for the proposed or refused action
4. A description of factors that are relevant to Butte County Office of Education's proposal or refusal

Upon the filing of a due process complaint by either party or upon request of the parent/guardian, Butte County Office of Education shall inform the parent/guardian of any free or low-cost legal and other relevant services available in the area.

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Informal Process/Pre-Hearing Mediation Conference

Prior to or upon initiating a due process hearing, the County Superintendent or designee and a parent/guardian may, if the party initiating the hearing so chooses, agree to meet informally to resolve any issue(s) relating to the identification, assessment, education and placement, or provision of free appropriate public education for a student with disabilities. The County Superintendent or designee shall have the authority to resolve the issue(s). In addition, either party may file a request with the California State Superintendent of Public Instruction for a mediation conference to be conducted by a person under contract with the California Department of Education.

If resolution is reached that resolves the due process issue(s), the parties shall enter into a legally binding agreement that satisfies the requirements of the Education Code.

Attorneys may attend or otherwise participate only in those mediation conferences that are scheduled after the filing of a request for due process hearing.

Approved: March, 2009

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6159.3

APPOINTMENT OF SURROGATE PARENT FOR SPECIAL EDUCATION

In order to protect the rights of students with disabilities, the County Superintendent, or designee shall appoint a surrogate parent to represent a student with disabilities as necessary in accordance with law. The County Superintendent or designee shall develop procedures for recruiting, training, and assigning adults to serve as surrogate parents.

Legal Reference

Education Code

56028 Parent

56050 Surrogate parents

56055 Rights of foster parents

Government Code

7570-7588 Interagency responsibilities for providing services to disabled children, especially

7579.5 Surrogate parent; appointment; qualifications; liability

Welfare and Institutions Code

300 Children subject to jurisdiction

361 Limitations on parental control

601 Minors habitually disobedient or truant

602 Minors violating laws

726 Limitations on parental control

Approved: July, 2005

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6161.1

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

The County Superintendent desires that instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance the use of multiple teaching strategies and technologies. The Butte County Board of Education shall adopt instructional materials based on a determination that such materials are aligned with state content standards and that the materials meet criteria specified in law to ensure that they effectively support Butte County Office of Education’s adopted courses of study.

The County Superintendent shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education or have otherwise been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8.

The County Superintendent shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and Superintendent’s Administrative Regulations.

Review Process

The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members.

In addition, the instructional materials review committee may include administrators, other staff who have subject-matter expertise, and students as appropriate.

If Butte County Office of Education chooses to use instructional materials for grades K-8 that have not been adopted by the State Board of Education, the County Superintendent or designee shall ensure that a majority of the participants in the review process are classroom teachers who are assigned to the subject area or grade level of the materials.

Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in Superintendent’s Administrative Regulations, in the materials being reviewed.

The committee shall review instructional materials using criteria provided in law and Superintendent’s Administrative Regulations, and shall provide the Butte County Board of Education with documentation supporting its recommendations.

All recommended instructional materials shall be available for public inspection at the Butte County Office of Education.

Butte County Office of Education may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Butte County Board of Education before the materials are adopted.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Public Hearing on Sufficiency of Instructional Materials

The Butte County Board of Education shall annually conduct one or more public hearings on the sufficiency of Butte County Office of Education's textbooks and other instructional materials.

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year.

The Butte County Board of Education encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the County Superintendent or designee shall post a notice in three public places within the county containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours.

At the hearing, the Butte County Board of Education shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials which are aligned to the state content standards adopted pursuant to Education Code 60605 or the Common Core Standards adopted pursuant to Education Code 60605.8 and which are consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects:

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program
5. Foreign language
6. Health

In making these determinations, the Butte County Board of Education shall consider whether each student has sufficient textbooks and/or instructional materials to use in class and to take home. However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course has the ability to use and access them at home. However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.

If the Butte County Board of Education determines that there are insufficient textbooks or instructional materials, it shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Butte County Board of Education shall take any action, except an action that would require reimbursement by the Commission of State Mandates, to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Complaints

Complaints concerning instructional materials shall be handled in accordance with law, Superintendent's Policy and Administrative Regulations.

Legal Reference

EDUCATION CODE

220 Prohibition against discrimination

1240 County superintendent, general duties

1240.3 Definition of sufficiency for categorical flexibility

33050-33053 General waiver authority

33126 School accountability report card

35272 Education and athletic materials

42605 Tier 3 categorical flexibility

44805 Enforcement of course of studies; use of textbooks, rules and regulations

49415 Maximum textbook weight

51501 Nondiscriminatory subject matter

60000-60005 Instructional materials, legislative intent

60010 Definitions

60040-60052 Instructional requirements and materials

60060-60062 Requirements for publishers and manufacturers

60070-60076 Prohibited acts (re instructional materials)

60110-60115 Instructional materials on alcohol and drug education

60119 Public hearing on sufficiency of materials

60200-60210 Elementary school materials

60226 Requirements for publishers and manufacturers

60350-60352 Core reading program instructional materials

60400-60411 High school textbooks

60510-60511 Donation for sale of obsolete instructional materials

60605 State content standards

60605.8 Common Core Standards

60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards

CODE OF REGULATIONS, TITLE 5

9505-9530 Instructional materials

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6161.1

REGULATIONS REGARDING SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

Criteria for Selection and Adoption of Instructional Materials

In recommending textbooks or other instructional materials for adoption by the Butte County Board of Education, the County Superintendent or designee shall ensure that such materials:

1. Are aligned to any applicable academic content standards adopted by the State Board of Education pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8
For grades K-8, the County Superintendent or designee shall select instructional materials from among the list of materials adopted by the State Board of Education and/or other materials that have not been adopted by the State Board of Education but are aligned with the state academic content standards and/or the Common Core Standards.
For grades 9-12, the County Superintendent or designee shall review instructional materials in history-social science, mathematics, English/language arts, and science using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.
2. For grades 9-12, are provided by publishers that comply with the requirements of Education Code 60040-60052, 60060-60062, and 60226
3. Do not reflect adversely upon persons because of their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law
4. To the satisfaction of the Butte County Board of Education, are accurate, objective, current, and suited to the needs and comprehension of Butte County Office of Education students at their respective grade levels
5. With the exception of literature and trade books, use proper grammar and spelling
6. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following:
 - a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
 - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
7. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials
8. Meet the requirements of Education Code 60040-60043 for specific subject content
9. Support the district's adopted courses of study and curricular goals
10. Contribute to a comprehensive, balanced curriculum
11. Demonstrate reliable quality of scholarship as evidenced by:
 - a. Accurate, up-to-date, and well-documented information
 - b. Objective presentation of diverse viewpoints
 - c. Clear, concise writing and appropriate vocabulary
 - d. Thorough treatment of subject matter
12. Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

13. Include materials that stimulate discussion of contemporary issues and improve students' thinking and decision-making skills
14. Contribute to the proper articulation of instruction through grade levels

Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, any Butte County Office of Education employee who is participating in the evaluation of instructional materials and not otherwise designated in the Butte County Office of Education Conflict of Interest Code shall sign a disclosure statement indicating that he/she:

1. Shall not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material
Sample copies of instructional materials are excepted from this prohibition.

Approved: June, 2017

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BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6161.1 EXHIBIT A

RESOLUTION ON SUFFICIENCY OF INSTRUCTIONAL MATERIALS

Whereas, the Butte County Board of Education, in order to comply with the requirements of Education Code 60119, held a public hearing on (date), at (time) o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Butte County Board of Education provided at least 10 days' notice of the public hearing by posting it in at least three public places within the county stating the time, place, and purpose of the hearing, and;

Whereas, the Butte County Board of Education encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or instructional materials were provided to all students, including English learners, in the (name of school district/county office of education), and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course in Butte County Office of Education schools, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards adopted by the State Board of Education pursuant to Education Code 60605 and/or the Common Core Standards adopted pursuant to Education Code 60605.8;

Finding of Sufficient Textbooks or Instructional Materials

Whereas, sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

- *Mathematics: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)
- *Science: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)
- *History-social science: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)
- *English language arts, including the English language development component of an adopted program: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

*Foreign language: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

*Health: (List adopted textbooks or instructional materials for this subject for each grade level or school as well as applicable state adoption cycle.)

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the (year) school year, the Butte County Office of Education has provided each student with sufficient standards-aligned textbooks or instructional materials that are consistent with the cycles and content of the curriculum frameworks.

Finding of Insufficient Textbooks or Instructional Materials

Whereas, information provided at the public hearing and to the Butte County Board of Education at the public meeting detailed that insufficient standards-aligned textbooks or instructional materials were provided to students in the following subjects and grade levels at district schools: (For each school, list the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in mathematics, science, history-social science, English language arts, foreign language, and health.)

Whereas, sufficient textbooks or instructional materials were not provided at each school listed above due to the following reasons: (For each school at which there is an insufficiency, list the reasons that each student does not have sufficient instructional materials in each subject and grade level listed above.)

Therefore, it is resolved, that for the (year) school year, the Butte County Office of Education has not provided each student with sufficient textbooks or instructional materials that are consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made. (List actions to be taken to resolve insufficiency. See Education Code 60119(a)(2)(B) for other funds that may be used to ensure sufficient instructional materials.)

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6161.11

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

The County Superintendent encourages the use of supplementary instructional materials to enrich the curriculum and enhance student learning. Such materials shall be aligned with goals, curriculum objectives, and academic standards and shall supplement and not supplant the use of Butte County Board of Education adopted basic instructional materials that serve as the primary learning resources.

Supplementary instructional materials include, but are not limited to, instructional materials that are designed to serve one or more of the following purposes:

1. To provide more complete coverage of one or more subjects included in a given course
2. To meet the various learning ability levels of students in a given age group or grade level
3. To meet the diverse educational needs of students with a language disability in a given age group or grade level
4. To meet the diverse educational needs of students reflective of a condition of cultural pluralism
5. To use current, relevant technology that further engages interactive learning in the classroom and beyond

Supplementary instructional materials may be selected by the County Superintendent or designee, school administrators, or teachers, as applicable, and obtained through donations to Butte County Office of Education and/or available funding sources designated for these purposes.

As appropriate, supplementary instructional materials shall meet the criteria developed for the selection and evaluation of basic instructional materials as described in AR 6161.1 - Selection and Evaluation of Instructional Materials. Supplementary instructional materials shall be directly related to the course of study in which they are being used and shall be appropriate for the age and maturity level of the students.

The use or reproduction of supplementary instructional materials shall be in accordance with federal copyright law.

Supplementary Materials Aligned with Common Core Standards

To prepare students to achieve the Common Core Standards in English language arts and mathematics and the English language development standards, as applicable, the County Superintendent may select supplementary instructional materials from the lists of materials determined by the State Board of Education to be aligned with those standards.

The County Superintendent may approve supplementary instructional materials that are not on the lists approved by the State Board of Education but which are aligned with the Common Core Standards provided that the materials comply with the evaluation criteria established by the State Board of Education and Education Code 60050, 60060-60062, and 60226. The County Superintendent shall select content review experts who possess the qualifications specified in law to review and recommend such supplementary materials. The majority of the content review experts shall be teachers who are credentialed and/or authorized in the subject area they are reviewing and the remainder shall include appropriate persons from postsecondary educational institutions, school and district curriculum administrators, and other persons who are knowledgeable in the subject area.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Appropriateness of Materials

Whenever a Butte County Office of Education employee proposes to use a supplementary resource which is not included in the approved learning resources of the district, he/she shall preview the material to determine whether, in his/her professional judgment, it is appropriate for the grade level taught and is consistent with criteria for the selection of supplementary instructional materials.

The employee shall confer with the County Superintendent or designee as necessary to determine the compliance of the material with Butte County Office of Education criteria. The primary considerations should be the educational value, appropriateness, and relevance of the materials as well as the ages and maturity of the students.

Legal Reference:

Education Code

233.5 Duty regarding instruction in morals, manners, and citizenship

18111 Exclusion of books by governing board

51510 Prohibited study or supplemental materials

51511 Religious matters properly included

51933 Sex education materials

60010 Definitions

60050 Social content review of instructional materials

60060-60062 Requirements of publishers

60200.7 Suspension of state instructional materials adoptions

60226 Learner verification of instructional materials

60400 Adoption of high school instructional materials

60605.8 Common Core Standards

60605.86-60605.88 Supplemental instructional materials aligned with Common Core Standards

60811.3 English language development standards

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6162.6

USE OF COPYRIGHTED MATERIALS

The County Superintendent recognizes that staff and students may use a variety of copyrighted materials in the educational program and other operations. When such materials have not been purchased by Butte County Office of Education for the intended use, the County Superintendent expects staff and students to respect the protections afforded by federal law to the copyright owners of those materials and respect any limitations by the copyright holder to the license of such materials.

Any literary, musical, dramatic, choreographic, pictorial, graphic, sculptural, audiovisual or motion picture, sound, architectural, or other original work shall be assumed to be a copyrighted work, regardless of whether the work appears in print, audio, video, electronic, or other fixed and tangible form.

Before reproducing a copyrighted material for instructional or other Butte County Office of Education purposes, a staff member shall determine if the material is in the public domain or if the intended use of the material meets the criteria for fair use or another exception pursuant to 17 USC 107-122. If the material is not in the public domain or no recognized exception applies, the staff member shall seek permission of the copyright holder before using the material.

The County Superintendent or designee shall inform staff that inclusion of an attribution citing the author and source of a copyrighted material does not absolve the staff member from the responsibility to either obtain permission or satisfy criteria for fair use or another exception.

If a staff member is uncertain as to whether the intended use of the material meets the criteria for fair use or another exception, he/she shall take the safest course and seek permission from the copyright holder to use the material or, if it is impracticable to obtain permission, shall contact the County Superintendent or designee for clarification and assistance.

Students shall not copy or distribute copyrighted works to others. Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment.

The County Superintendent or designee shall ensure that staff and students receive information and training about copyright laws and the penalties for violating such laws.

Legal Reference:

Education Code

35182 Computer software

United States Code, TITLE 17

101-122 Subject matter and scope of copyright, especially:

102 Definitions

106 Copyright protection

107 Fair use of copyrighted works

110 Limitations on exclusive rights: Exemption of certain performances and displays

504 Penalties for copyright infringement

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6162.51

STATE ACADEMIC ACHIEVEMENT TESTS

The County Superintendent recognizes that state achievement test results provide an indication of student progress in achieving state academic standards and may be used to promote high-quality teaching and learning. The County Superintendent or designee shall administer mandatory student assessments within the California Assessment of Student Performance and Progress (CAASPP) as required by law and in accordance with Superintendent’s Policy and Administrative Regulations.

The County Superintendent strongly encourages all students at the applicable grade levels to participate in the state assessments in order to maximize the usefulness of the data and enable Butte County Office of Education schools to meet participation levels required for state and federal accountability systems. The County Superintendent or designee shall notify students and parents/guardians about the importance of these assessments and shall develop strategies to encourage student participation. Students shall be exempted from participation only in accordance with law and Superintendent’s Administrative Regulations.

The County Superintendent shall annually examine state assessment results by school, grade level, and student subgroup as one measure of Butte County Office of Education’s progress in attaining its student achievement goals and shall make recommendations for revisions to the local control and accountability plan and other school plans as necessary to improve student achievement for underperforming student groups.

Legal Reference

Education Code

49076 Student records; access

51041 Evaluation of educational program

52052 Academic Performance Index; numerically significant student subgroups

52060-52077 Local control and accountability plan

56345 Individualized education program, contents

60600-60630 Assessment of academic achievement

60640-60649 California Assessment of Student Performance and Progress

60660-60663 Electronic learning assessment resources

60810 Assessment of language development

99300-99301 Early Assessment Program

Code of Regulations, Title 5

850-864 State assessments

United States Code, Title 20

1412 Participation of students with disabilities in state assessments

6311 Adequate yearly progress

Code of Federal Regulations, Title 34

200.1 Standards and assessment

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6162.51

REGULATIONS REGARDING STATE ACADEMIC ACHIEVEMENT TESTS

The County Superintendent or designee shall administer the California Assessment of Student Performance and Progress (CAASPP) to all students at applicable grade levels, except those students exempted by law.

The students of any charter school that receives its state funding allocation through Butte County Office of Education shall be tested in coordination with the testing of Butte County Office of Education students. In addition, the County Superintendent or designee shall arrange for the testing of students in any alternative education program or program conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic, nonsectarian schools. No test shall be administered in a home or hospital except by a test administrator or test examiner.

On or before July 1 of each year, the County Superintendent or designee shall identify any school(s) with students who are unable to access the computer-based assessment of a CAASPP test and shall report the number of such students to the test contractor. If available, a paper and pencil version of the assessment may be administered to such students.

On or before July 1 of each year, the County Superintendent or designee shall designate a coordinator who shall oversee all matters related to the testing program and serve as the representative and liaison with the test contractor and the California Department of Education (CDE). The County Superintendent or designee shall also designate a coordinator for each test site. The duties of the test coordinators shall include those specified in 5 CCR 857-858.

The County Superintendent or designee also shall appoint trained test administrator(s) to administer the CAASPP achievement tests and test examiner(s) to administer the California Alternate Assessments. A test examiner shall be a certificated or licensed employee of the Butte County Office of Education.

As appropriate, the County Superintendent or designee shall assign a specially trained employee to serve as a test proctor to assist the test examiner; a specially trained employee, or other person supervised by a Butte County Office of Education employee, to serve as a translator to translate the test directions into a student's primary language; and an employee to serve as a scribe to transcribe a student's responses to the format required by the test. A student's parent/guardian or sibling shall not be eligible to be that student's translator or scribe.

All test administrators, test examiners, proctors, translators, scribes, test coordinators, and other persons having access to any of the CAASPP achievement tests and corresponding test materials, assessment technology platform, or tests administered pursuant to Education Code 60640 shall acknowledge the limited purpose of their access to the achievement tests by signing a test security affidavit. In addition, all test coordinators shall sign a test security agreement before receiving any CAASPP achievement tests and corresponding test materials. The test security affidavit and test security agreement shall be those set forth in 5 CCR 859.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Tests Included in the State Assessment System

Butte County Office of Education shall administer the following CAASPP assessments:

1. The CAASPP achievement tests for English language arts and mathematics in grades 3-8 and 11, except that:
 - a. Recently arrived English learners, defined pursuant to Education Code 60603 as English learners who are in their first 12 months of attending a school in the United States, shall be exempted from taking the English language arts assessment to the extent allowed by federal law. A recently arrived English learner may be administered the test upon request by his/her parent/guardian.
 - b. Students with disabilities who are unable to participate in the English language arts and mathematics assessments, even with the resources described in the section "Testing Variations" below, shall be provided an alternate test when designated in their individualized education program (IEP), as provided in item #3 below.
2. Science assessments at grades 5, 8, and 10
However, students with disabilities who are unable to participate in the science assessments, even with the resources described in the "Testing Variations" section below, shall be provided an alternate test when designated in their IEP, as provided in item #3 below.
3. For students with disabilities who are unable to take the tests specified in items #1-2 above, even with appropriate accommodations or other testing resources, and who have an IEP that designates the use of alternate tests at the applicable grade levels:
 - a. California Alternate Assessment in English language arts and mathematics for students with significant cognitive disabilities
 - b. For the science assessment, either the California Modified Assessment or, for students with significant cognitive disabilities, the California Alternate Performance Assessment

In addition, the County Superintendent or designee may administer a primary language assessment to English learners. Administration of this test shall not replace the administration of the above tests, administered in English, to English learners.

The primary language assessment also may be used to assess students in a dual language immersion program who are not limited English proficient or who are redesignated fluent English proficient, subject to approval by the California Department of Education of an agreement between the district and the state testing contractor.

Exemptions

Each year the County Superintendent or designee shall notify parents/guardians of their child's participation in the CAASPP and of the provisions of Education Code 60615 related to exemptions from testing.

A parent/guardian may annually submit to the school a written request to excuse his/her child from any or all parts of the CAASPP assessments for the school year, and such a request shall be granted by the County Superintendent or designee. However, employees shall not solicit or encourage any exemption request on behalf of any student or group of students.

If a parent/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/guardian and included in the student's records.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Testing Period

The County Superintendent or designee shall establish testing days for students within the following available testing windows:

1. Assessments in English language arts and mathematics shall be administered between the date on which at least 66 percent of the school's or track's annual instructional days for grades 3-8, or at least 80 percent of the annual instructional days for grade 11, have been completed and the last day of instruction for the regular annual calendar of the school or track.
2. All science assessments, including CAPA and CMA, shall be administered during an available testing window of 25 instructional days that includes 12 instructional days before and after completion of 85 percent of the school's or track's annual instructional days.
3. Beginning in the 2016-17 school year, the CAA shall be administered during the available testing windows specified in item #1.
4. The primary language assessment shall be administered to English learners within the testing window specified in item #2.

Within the above testing windows, the County Superintendent or designee may designate one testing period for each school or track or, if a school has multiple tracks, a selected testing period for each track. Butte County Office of Education shall not exceed six selected testing periods within the available testing window. The testing period shall be no fewer than 25 consecutive instructional days and may be extended up to an additional 10 consecutive instructional days if still within the available testing window set forth in items #1-4 above.

Students who are absent during testing shall be provided an opportunity to take the tests within the testing window.

Testing Variations

CAASPP achievement tests and the primary language test shall be administered in accordance with the manuals or other instructions provided by the test contractor or California Department of Education except that, as appropriate, the following testing variations may be used:

1. Universal tools specified in 5 CCR 853.5 may be used with any student.
2. Designated supports specified in 5 CCR 853.5 and, if an English learner, in 5 CCR 853.7, may be used with a student for whom the need has been indicated by an educator or team of educators, with parent/guardian and student input as appropriate, or for whom the need is specified in the student's IEP or Section 504 plan.
3. Accommodations specified in 5 CCR 853.5 may be used with a student with disabilities when included in the student's IEP or Section 504 plan as resources that are regularly used in the classroom for the student's instruction and/or assessment(s). Such accommodations shall be either utilized in the assessment environment or consist of changes in procedures or materials that increase equitable access during the assessment.
4. An unlisted resource that has not been specifically identified as an approved universal tool, designated support, or accommodation may be used with a student who has an IEP or Section 504 plan provided that the resource is one that is regularly used in the classroom for instruction and/or assessment and the CDE has approved its use. At least 10 business days prior to the student's first day of CAASPP testing, the district or school site test coordinator may electronically submit a request to the CDE for approval to use that unlisted resource during that year. If the CDE determines that the unlisted resource changes the construct being measured, the unlisted resource may nevertheless be used with

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

the student in order to generate an individual score report even though the student shall not be counted in the participation rate for accountability measures.

In the administration of the CAA to a student with significant cognitive disabilities, the student may have all instructional supports that may be used in daily instruction or assessment, including language and physical supports, with the exception of any inappropriate test practices listed in test administration manuals.

Report of Test Results

For any state assessments that produce valid individual student results, the County Superintendent or designee shall forward or transmit the student's test results to his/her parents/guardians within 20 working days from receipt of the results from the test contractor or, if Butte County Office of Education receives the results from the contractor after the last day of instruction for the school year, then within the first 20 working days of the next school year. The report shall include a clear explanation of the purpose of the test, the student's score, and its intended use by Butte County Office of Education. An individual student's scores shall also be reported to his/her school and teacher(s) and shall be included in his/her student record.

With parent/guardian consent, the County Superintendent or designee may release a student's test results to a postsecondary educational institution for the purposes of credit, placement, determination of readiness for college-level coursework, or admission.

The County Superintendent or designee shall present schoolwide, school-level, and grade-level results to the Butte County Board of Education at a regularly scheduled meeting. The Butte County Board of Education shall not receive individual students' scores or the relative position of any individual student.

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BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6162.52

HIGH SCHOOL EXIT EXAMINATION

Cautionary Notice: Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), suspends the administration of the California High School Exit Examination through the 2017-18 school year. Thus, Butte County Office of Education suspends the following Superintendent's Policy until the requirement is reinstated.

The County Superintendent desires to ensure that Butte County Office of Education students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics and are given the opportunity to learn the subjects covered in the high school exit examination required for high school graduation.

The County Superintendent or designee shall ensure that Butte County Office of Education programs and services, including, but not limited to, instructional materials, staff development, and remediation programs, are aligned with the exit exam.

The County Superintendent or designee shall administer the exit exam in accordance with law.

Students may be allowed to take the exit exam with variations, accommodations, or modifications in accordance with law and administrative regulation.

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BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6162.52

REGULATIONS REGARDING HIGH SCHOOL EXIT EXAMINATION

Cautionary Notice: Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), suspends the administration of the California High School Exit Examination through the 2017-18 school year. Thus, Butte County Office of Education suspends the following Superintendent's Administrative Regulation until the requirement is reinstated.

Definitions

Variation means a change in the manner in which the test is presented or administered or in how a student is allowed to respond, and includes, but is not limited to, accommodations and modifications as defined in Education Code 60850.

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores.

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores.

Test Site Coordinators

On or before July 1 of each school year, the Superintendent shall designate a high school exit examination coordinator from among Butte County Office of Education employees and shall notify the test contractor of the identity and contact information of the coordinator. The coordinator or County Superintendent or designee shall be available throughout the year, shall serve as the liaison between Butte County Office of Education and the test contractor and between the Butte County Office of Education and the California Department of Education for all matters related to the exit exam.

Annually, the coordinator or County Superintendent or designee shall designate a test site coordinator for each test site.

All coordinators and test site coordinators shall sign a test security affidavit/agreement.

Access to exam materials shall be limited to students taking the exit exam and individuals who have signed the test security affidavit, including employees directly responsible for test administration. All coordinators and test site coordinators shall be responsible for inventory control.

Administration

The County Superintendent or designee shall administer the exit exam in each high school on the dates designated by the Superintendent of Public Instruction as exam days or make-up days.

The exit exam shall be administered as follows:

1. Students in grade 10, including students with disabilities who are otherwise exempt from the requirements of the exam, shall take each section of the exit exam once during the school year, either during the grade 10 census administration or the district-designated grade 10 make-up administration.
2. Students in grade 11 who have not yet passed one or both sections of the exit exam shall have up to two opportunities during the school year to take the section(s) of the exam not yet passed and may elect to take the exam during these opportunities. These students may be tested in successive

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administrations within a school year. Students should be offered appropriate remediation or supplemental instruction before being retested.

3. Students in grade 12 shall have at least three opportunities to take the section(s) of the exit exam not yet passed. Students in grade 12 may elect to take the exam up to five times during the school year and may take the exam in successive administrations. Students should be offered appropriate remediation or supplemental instruction before being retested.

If a student does not possess sufficient English language skills to be assessed on the exit exam, the County Superintendent or designee may defer the exam requirement for a period of up to 24 calendar months of enrollment in the California public school system until the student has completed six months of instruction in reading, writing, and comprehension in the English language.

Test administrators at the test sites shall be responsible for the accurate identification of eligible students to whom the exit exam is to be administered. This identification shall be made through the use of photo identification or positive recognition by an employee of Butte County Office of Education.

Any student found to have cheated, assisted others in cheating, or compromised the security of the exit exam shall not receive a score from that test administration.

Testing Variations for All Students

The County Superintendent or designee may provide any student taking the exit exam with extra time within a testing day, simplified or clarified test directions (but not test questions), student marks (other than responses) including highlighting in test booklets, and/or testing in a small group setting.

A student may also be provided the following testing variations if they are regularly used in the classroom:

1. Special lighting, special acoustics, or special or adaptive furniture
2. Visual magnifying or audio amplification equipment
3. Noise buffers (e.g., an individual carrel or study enclosure)
4. Testing of individual students in a separate room provided that the student is directly supervised by an employee who has signed the test security affidavit
5. Colored overlay, mask, or other means to maintain visual attention to the exam or test items
6. Manually Coded English or American Sign Language to present test administration directions

At least 30 working days before the proposed administration of the exit exam, the Superintendent or designee shall submit a request to the CDE for a case-by-case review of a proposed variation that is not specified in law.

The request shall include a description of the requested variation(s) and, if applicable, a certification that the student's individualized education program (IEP) or Section 504 plan specifies that the requested variation is appropriate and necessary to access the exam due to the student's identified disability(ies) and that such variation is currently listed in his/her IEP or Section 504 plan.

In addition to testing variations allowed for all students, identified English language learners may be allowed the following testing variations if regularly used in the classroom or for assessments:

1. Flexible setting: English language learners may have the opportunity to be tested in a separate room with other English language learners provided that the students are directly supervised by an employee who has signed the test security affidavit.

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2. Flexible schedule: English learners may have additional supervised breaks within a testing day.
3. Flexible time: English learners may have extra time on the exam within a testing day.
4. Translated directions: English learners may have the opportunity to hear the test directions printed in the test contractor's manual translated into their primary language. English learners may have the opportunity to ask clarifying questions about the test directions in their primary language.
5. Glossaries: English learners may have access to translation glossaries (English to primary language and/or primary language to English). The glossaries are to include only the English words or phrases with the corresponding primary language words or phrases. The glossaries shall include no definitions, formulas, or parts of speech.

Accommodations/Modifications for Students with Disabilities

A student with disabilities shall be permitted to take the exit exam with accommodations or modifications when the student's IEP or his/her Section 504 plan specifies their use on the exit exam, for standardized testing, or during classroom instruction and assessments.

The California Department of Education maintains a list, available on its web site, of additional accommodations and modifications that are approved for student use.

The use of accommodations shall not invalidate a student's test score(s). Accommodations may include:

1. Presentation accommodations, including large-print versions in 20-point font, exam items enlarged if larger than 20-point font is required, Braille transcriptions provided by the test contractor, audio or oral presentation of the mathematics section of the exam, or use of Manually Coded English or American Sign Language to present test questions on the mathematics section of the exam or any prompts or passages present in the writing task
2. Response accommodations, including responses marked in the test booklet and transferred to the answer document by an employee who has signed the test security affidavit; responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe for selected-response items (e.g., multiple-choice test questions); responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter on the writing portion of the exam and the student indicates all spelling and language conventions; word processing software with spell and grammar check tools turned off on the writing portion of the exam; or an assistive device that does not interfere with the independent work of the student on the multiple-choice or writing portion of the exit exam
3. Scheduling/timing accommodations, including testing over more than one day after consultation with the test contractor, supervised breaks within a section of the exam, and administration of the exam at the most beneficial time of day to the student after consultation with the test contractor
4. Setting accommodations, including tests administered by a test examiner to a student at home or in the hospital

For purposes of receiving a high school diploma, the use of modifications shall invalidate a student's test score for the section of the exam for which the modification(s) were used. If the score is equivalent to a passing score, the student may be eligible for a waiver, as detailed below. Modifications may include:

1. Arithmetic table or formulas, calculators, or math manipulatives on the mathematics section of the exit exam
2. Audio or oral presentation of the multiple-choice portion of the English language arts section of the exit exam

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3. Manually Coded English or American Sign Language to present the multiple-choice portion on the English language arts section of the exit exam
4. Spell checkers, grammar checkers, or word processing software programs that check or correct spelling and/or grammar on the writing portion of the exit exam
5. Mechanical or electronic devices or other assistive devices that are not used solely to record the student's responses, including, but not limited to, transcribers, scribes, voice recognition or voice-to-text software, and that identify a potential error in the student's response or that correct spelling, grammar, or conventions on the writing portion of the exit exam
6. Responses dictated orally, in Manually Coded English, or in American Sign Language to provide an essay response to a scribe and the scribe provides spelling, grammar, and language conventions
7. Dictionary on any section of the exam

Exemption for Students with Disabilities Beginning in 2009-10

Butte County Office of Education shall grant a diploma to a student with a disability who has not passed the exit exam if all of the following criteria are satisfied:

1. The student has an IEP or Section 504 plan.
2. The IEP or 504 plan states that the student is scheduled to receive a high school diploma.
3. The student has satisfied or will satisfy all other state and district requirements for the receipt of a high school diploma on or after July 1, 2009.

Waiver for Students with Disabilities

When a student with disabilities has taken any section of the exit exam with one or more modifications and has received the equivalent of a passing score, his/her parent/guardian may request that the student receive a waiver of the requirement to successfully pass the exam. Upon receipt of such request, the principal shall submit a request for a waiver to the County Superintendent. The Butte County Board of Education may waive the requirement to successfully pass the exit exam if the principal certifies that the student has all of the following:

1. An IEP or Section 504 plan in place that requires the accommodations or modifications to be provided to the student when taking the exit exam
2. Sufficient high school level coursework either satisfactorily completed or in progress in the high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam
3. An individual score report showing that the student has received the equivalent of a passing score on the exit exam while using a modification that fundamentally alters what the exam measures as determined by the State Board of Education

Records

The Superintendent or designee shall maintain a summary data file of all students who participate in each test administration. This summary data file shall include the following information for the English language arts section and the mathematics section for each administration:

1. The date on which each section of the exam was taken
2. The full name of each student who took each section of the exam
3. The grade level of each student at the time each section of the exam was taken
4. Whether each student has satisfied the requirement to successfully pass each section of the exam

In addition, the Superintendent or designee shall provide the test contractor with the student demographic information specified in 5 CCR 1207.

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Within 60 days of receiving electronic data files from the test contractor, the Superintendent or designee shall enter the following information in each student's permanent record:

1. The date on which the student took each section of the exam
2. Whether the student has satisfied the requirement to successfully pass each section of the exam

Notifications

At the beginning of each school year, the County Superintendent or designee shall provide written notification of the exit exam requirement to all students in grades 9-12 and to their parents/guardians. Such notification shall also be provided to any student who transfers into Butte County Office of Education schools after the beginning of the school year at the time of the student's transfer. The notification shall include, at a minimum, the date of the exam, the requirements for passing the exam, and the consequences of not passing the exam, and shall inform the parent/guardian that passing the exam is a condition of graduation. The County Superintendent or designee shall maintain documentation that the parent/guardian of each student has been sent this written notification.

Prior to each administration of the exit exam, the County Superintendent or designee shall notify students of the consequences of cheating.

Approved: November, 2009

Revised: June, 2017

**BUTTE COUNTY OFFICE OF EDUCATION
SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS**

AR 6162.52 EXHIBIT A

Cautionary Notice: Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), suspends the administration of the California High School Exit Examination through the 2017-18 school year. Thus, Butte County Office of Education suspends the following Superintendent’s Administrative Regulation Exhibit until the requirement is reinstated.

**BUTTE COUNTY OFFICE OF EDUCATION
PARENT / GUARDIAN REQUEST FOR WAIVER OF
HIGH SCHOOL EXIT EXAMINATION FOR STUDENT WITH DISABILITIES
Please return the completed form to the principal of your child's high school.**

My child, _____ is a student with disabilities attending
Student’s Name
_____. He/she has taken the high school exit examination
High School Student Attends

with modifications that alter what the test measures and has received the equivalent of a passing score on one or more parts of the exam.

I hereby request that the Principal submit a request to the County Superintendent, or designee, for a waiver of the requirement that my child successfully pass the exit examination in order to receive a high school diploma. I understand that, in order to receive such a waiver, state law requires that my child have all of the following:

1. An individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or a plan adopted pursuant to Section 504 of the Rehabilitation Act of 1973 that specifies the use of the modification(s) on the exit exam, standardized testing, or classroom instruction and assessments;
2. Sufficient high school level coursework either satisfactorily completed or in progress in high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the exit exam; and
3. An individual score report showing that my child has received the equivalent of a passing score on the exam while using a modification that fundamentally alters what the exit exam measures as determined by the State Board of Education.

I hereby certify that, to the best of my knowledge, my child satisfies the conditions listed above.

Parent/Guardian Signature: _____

Parent/Guardian Printed Name: _____

Date: _____

**BUTTE COUNTY OFFICE OF EDUCATION
SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS**

AR 6162.52 EXHIBIT B

Cautionary Notice: Education Code 60851.5, as added by SB 172 (Ch. 572, Statutes of 2015), suspends the administration of the California High School Exit Examination through the 2017-18 school year. Thus, Butte County Office of Education suspends the following Superintendent's Administrative Regulation Exhibit until the requirement is reinstated.

**PRINCIPAL'S CERTIFICATION AND REQUEST FOR
BUTTE COUNTY BOARD OF EDUCATION
TO WAIVE THE HIGH SCHOOL EXIT EXAM REQUIREMENT
FOR A STUDENT WITH DISABILITIES**

Student's Name: _____

Student's Number (for use on open session agenda): _____

Pursuant to Education Code 60851, the parent/guardian of _____

Student's name

a child with disabilities, has requested that the County Superintendent, or designee, waive the requirement that his/her child successfully pass the high school exit examination in order to receive a diploma from _____
_____ High School.

His/her child has taken the high school exit exam with one or more modifications that fundamentally alter what the test measures as determined by the State Board of Education, and has achieved the equivalent of a passing score on one or both parts of the exam.

I certify that the student qualifies for a waiver because he/she satisfies all of the following conditions:

1. Has an individualized education program (IEP) adopted pursuant to the Individuals with Disabilities Education Act or Section 504 Plan that specifies the use of the modification(s) on the exit exam, standardized testing or classroom instruction and assessments. (IEP or Section 504 Plan attached)

a. Describe the nature of the student's disability as identified on the IEP or Section 504 plan:

b. Describe any modification(s) used on the English/language arts section of the exam:

c. Describe any modification(s) used on the mathematics section of the exam:

d. List the rationale as to why the modification used was necessary to allow the student to access the test:

e. Describe the accommodations/modifications that the student regularly uses for English/language arts in the classroom and on other assessments: _____

f. Describe the accommodations/modifications that the student regularly uses for mathematics in the classroom and on other assessments: _____

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2. Has sufficient high school level coursework either satisfactorily completed or in progress in the high school curriculum sufficient to have attained the skill and knowledge otherwise needed to pass the high school exit examination. (Transcript attached)

3. Has an individual score report showing that he/she has achieved the equivalent of a passing score on the exit exam (350 or more points) using a modification that fundamentally alters what the exam measures. (CAHSEE Student and Parent Report attached)

Certified by: _____ Date: _____
Principal's Signature

Approved: November, 2008
Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6163.2

ANIMALS AT SCHOOL

The County Superintendent recognizes that animals can contribute to Butte County Office of Education’s instructional program by assisting individuals with disabilities to access Butte County Office of Education programs and activities.

The County Superintendent or designee shall develop rules and procedures to ensure that when animals are brought to school, the health, safety, and welfare of students, staff, and the animals are protected. However, the Butte County Office of Education assumes no liability for the safety of animals allowed on Butte County Office of Education property.

Any service animal brought to school by an individual with a disability shall be taken home the same day.

Butte County Office of Education assumes no liability and shall not be responsible for the provision of a service animal. The user of the service animal (dog or miniature horse) is responsible for its care and conduct at all times.

Legal Reference

Education Code

233.5 Instruction in kindness to pets and humane treatment of living creatures

39839 Transportation of guide dogs, signal dogs, service dogs

51202 Instruction in personal and public health and safety

51540 Safe and humane treatment of animals at school

Civil Code

54.1 Access to public places

54.2 Guide, signal, or service dogs, right to accompany

Government Code

810-996.6 California Tort Claims Act, especially

815 Liability for injuries generally; immunity of public entity

835 Conditions of liability

Vehicle Code

21113 Public grounds

Code of Regulations, Title 13

1216 Transportation of property

United States Code, Title 20

1400-1482 Individuals with Disabilities Education Act

United States Code, Title 29

794 Rehabilitation Act of 1973, Section 504

Code of Federal Regulations, Title 28

35.104 Definitions

35.136 Service animals

Approved: March, 2011

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6163.2

REGULATIONS REGARDING ANIMALS AT SCHOOL

Before any student or employee brings an animal to school for an instructional purpose, he/she shall receive written permission from the Principal or designee. The Principal or designee shall give such permission only after he/she has provided written notification to all parents/guardians of students in the affected class, asking them to verify whether their child has any known allergies, asthma, or other health condition that may be aggravated by the animal's presence. When a parent/guardian has provided notification that his/her child has an allergy, asthma, or other health condition that may be aggravated by the animal, the Principal shall take appropriate measures to protect the student from exposure to the animal.

A user has the right to be accompanied on school property or at school-sponsored programs or activities by a service animal, specially trained for an individual with a disability.

Before granting permission to a student with a disability who is enrolled in a school of Butte County Office of Education and has a Section 504 plan or an individualized education program (IEP) to bring a guide dog, signal dog, service dog, or service animal on school property or to school-sponsored programs or activities, the Principal or designee shall determine whether the student's Section 504 or IEP team has addressed the student's educational needs in another manner that would eliminate his or her need for the service animal in order to receive a free appropriate public education (FAPE).

Prior to receiving permission from the principal or designee to bring a service animal on school property or to a school-sponsored program or activity, the user of the service animal shall do the following:

1. The user shall provide information to the Principal or designee establishing the individualized training and certification of the service animal, including a description of the task(s) the service animal has been trained to perform for the individual. The Principal shall determine if the animal is required because of a disability and what work or task the animal has been trained to perform.
2. The user shall provide information to the Principal or designee establishing that he or she has received proper individualized training and/or certification to handle, control, and supervise the service animal.
3. The user shall ensure the service animal is properly harnessed or on a leash at all times and wears an identification tag that identifies it as a service animal. Regulations require the service animal to be under control of the handler on a leash or tether, unless that interferes with tasks, in which case, the service animal must be controlled using some other effective means.
4. The user shall complete and sign a release of liability form, which shall release Butte County Office of Education from any and all liability for damage to persons, premises, or facilities caused by the service animal. If the user is a minor under the age of 18 years old, the parent/guardian shall complete and sign the Waiver and Release of Liability form. By signing the release, the individual, or the parent/guardian if the individual is a minor, agrees to assume all liability for any and all damage to persons, premises, or facilities caused by the service animal. Butte County Office of Education assumes no responsibility for any service animal brought on school property or to school-sponsored programs or activities.
5. The user shall be responsible for the care and conduct of the service animal at all times. The service animal shall be under the user's control at all times. The user is responsible for the cleanliness of the service animal to protect the health and safety of others. Individuals with a disability may be charged for damage caused by his or her service animal.
6. The user shall insure that service animals brought to school will be in good physical condition and are appropriately immunized.

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

If the user fails to satisfy any of the above conditions, the Principal or designee shall not permit the user to bring the service animal on school property or to school-sponsored programs or activities. If the Principal or designee grants permission to the user to bring a service animal on school property or to school-sponsored programs or activities, the user shall continue to be subject to the conditions stated above. Should the user fail to abide by these conditions, the user shall be required to remove the service animal immediately and not bring the service animal back on school property until he or she can demonstrate that all conditions are met.

Nothing shall preclude the Principal or designee, upon receiving a request from or on behalf of a student with a disability to bring a service animal on school property or to school-sponsored programs and/or activities, from convening a Section 504 or IEP team meeting to clarify further the student's need for additional support in the classroom.

The service animal shall not exhibit aggressive behavior toward staff, students, or any other individuals, may not otherwise pose a direct threat to the health and/or safety of others, and may not be disruptive to the educational environment. The Principal or designee shall make a reasonable judgment that is based on available objective information regarding whether the service animal presents an unacceptable risk or threat to others. In making this determination, the Principal or designee may consider factors such as, but not limited to, the service animal's breeding, training, and propensity for harmful or frightening interaction with children or others reasonably attributed to that particular type of service animal as determined by those knowledgeable about such animals.

Except for service animals, as defined below, all animals are prohibited on school transportation services.

For an individual with a disability, service animal means any dog that is individually trained to do work or perform tasks related to the individual's disability and for his/her benefit. For example, for an individual who is blind or has low vision, a service animal would mean a dog that helps him/her with vision, navigation, and other tasks; for an individual who is deaf or hard of hearing, a service animal would mean a dog that alerts him/her to the presence of people or sounds; and for an individual with psychiatric or neurological disabilities, a service animal would mean a dog that assists him/her by preventing or interrupting impulsive or destructive behaviors.

Individuals with disabilities may be accompanied on school premises and on school transportation by service animals, including specially trained guide dogs, signal dogs, or service dogs.

The County Superintendent or designee may permit the use of a miniature horse as a service animal when the horse has been individually trained to do work or perform tasks for the benefit of an individual with a disability, provided that:

1. The facility can accommodate the type, size, and weight of the horse.
2. The individual has sufficient control of the horse.
3. The horse is housebroken.
4. The horse's presence in the specific facility does not compromise legitimate safety requirements of the facility.

The County Superintendent or designee may ask any individual with a disability to remove his/her service animal from school premises or transportation if the animal is out of control and the individual does not take effective action to control it or the animal is not housebroken. When an individual's service animal is

**BUTTE COUNTY OFFICE OF EDUCATION
SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS**

excluded, he/she shall be given an opportunity to participate in the service, program, or activity without having the service animal present.

The use of guide dogs, signal dogs, service dogs, and miniature horses must comply with all relevant federal, state, and county laws.

Approved: March, 2011

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6163.4

STUDENT USE OF TECHNOLOGY

The County Superintendent intends that technological resources be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

The County Superintendent or designee shall notify students and parents/guardians about authorized uses of computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities in accordance with the Acceptable Use Agreement.

Before a student is authorized to use technological resources, the student and his/her parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student and his/her parent/guardian shall agree not to hold Butte County Office of Education or any staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless Butte County Office of Education and personnel for any damages or costs incurred.

Use of District Computers for Online Services/Internet Access

The County Superintendent or designee shall ensure that all computers with Internet access have a technology protection measure that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced.

To reinforce these measures, the County Superintendent or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to make efforts so that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The County Superintendent or designee shall also establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The County Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation of online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Legal Reference

Education Code

51006 Computer education and resources

51007 Programs to strengthen technological skills

51870-51874 Education technology

60044 Prohibited instructional materials

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Penal Code

313 Harmful matter

502 Computer crimes, remedies

632 Eavesdropping on or recording confidential communications

653.2 Electronic communication devices, threats to safety

United States Code, Title 15

6501-6506 Children's Online Privacy Protection Act

Unites States Code, Title 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially

6777 Internet safety

Unites States Code, Title 47

254 Universal service discounts (E-rate)

Code of Federal Regulations, Title 16

312.1-312.12 Children's Online Privacy Protection Act

Code of Federal Regulations, Title 47

54.520 Internet safety policy and technology protection measures, E-rate discounts

Approved: September, 2013

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6163.4

REGULATIONS REGARDING STUDENT USE OF TECHNOLOGY

The Administrator or designee shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use. All instructional staff shall receive a copy of Butte County Office of Education Superintendent's Policy and Administrative Regulations, and the Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All students using these resources shall receive instruction in their proper and appropriate use.

The Administrator or designee shall prescreen technological resources and online sites that will be used for instructional purposes to ensure that they are appropriate for the intended purpose and the age of the students.

Online/Internet Services: User Obligations and Responsibilities

Students are authorized to use Butte County Office of Education equipment to access the internet or other online services in accordance with Butte County Office of Education Superintendent's Policy and Administrative Regulations, the user obligations and responsibilities specified below, and the Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be alleged as unlawful discrimination, intimidation, bullying or cyberbullying, or construed as harassment or disparagement of others based on actual or perceived characteristics of race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, political beliefs, or any other characteristic identified in Education Code, Penal Code, or Government Code, or based on association with a person or group with one or more of these actual or perceived characteristics.
4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through the internet without the permission of their parents/ guardians. Personal information includes the student's name, address, telephone number, social security number, or other personally identifiable information.
5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, or Butte County Office of Education Superintendent's Policy and Administrative Regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the Administrator or designee. Butte County Office of Education reserves the right to monitor use of Butte County Office of Education technology systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by Butte County Office of Education for the purpose of ensuring proper use.

Whenever a student is found to have violated Butte County Office of Education Superintendent's Policy and Administrative Regulations, or the Acceptable Use Agreement, the Administrator or designee may cancel or limit a student's user privileges or increase supervision of the student's use of technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Butte County Office of Education Superintendent's Policy and Administrative Regulations.

Approved: September, 2013

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6163.4 EXHIBIT A

ACCEPTABLE USE AGREEMENT AND RELEASE OF BUTTE COUNTY OFFICE OF EDUCATION FROM LIABILITY (STUDENTS)

Butte County Office of Education authorizes students to use technology owned or otherwise provided by Butte County Office of Education as necessary for instructional purposes. The use of this technology is a privilege permitted at Butte County Office of Education's discretion and is subject to the conditions and restrictions set forth in applicable Superintendent's Policy and Administrative Regulations, and this Acceptable Use Agreement. Butte County Office of Education reserves the right to suspend access at any time, without notice, for any reason.

Butte County Office of Education expects all students to use technology responsibly in order to avoid potential problems and liability. Butte County Office of Education may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use technology and his/her parent/guardian shall sign this Acceptable Use Agreement as an indication that they have read and understand the agreement.

Definitions

Butte County Office of Education technology includes, but is not limited to, computers, Butte County Office of Education's computer network including servers and wireless computer networking technology (wi-fi), the Internet, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, pagers, MP3 players, wearable technology, any wireless communication device including emergency radios, and/or future technological innovations, whether accessed on or off site or through district-owned or personally owned equipment or devices.

Student Obligations and Responsibilities

Students are expected to use technology safely, responsibly, and for educational purposes only. The student in whose name Butte County Office of Education's technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using technology for improper purposes, including, but not limited to, use of Butte County Office of Education technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying")
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person
4. Infringe on copyright, license, trademark, patent, or other intellectual property rights
5. Intentionally disrupt or harm district technology or other district operations (such as destroying district equipment, placing a virus on district computers, adding or removing a computer program without permission from a teacher or other district personnel, changing settings on shared computers)

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6. Install unauthorized software
7. "Hack" into the system to manipulate data of the district or other users
8. Engage in or promote any practice that is unethical or violates any law or Board policy, administrative regulation, or district practice

Privacy

Since the use of technology is intended for educational purposes, students shall not have any expectation of privacy in any use of Butte County Office of Education technology.

Butte County Office of Education reserves the right to monitor and record all use of technology, including, but not limited to, access to the Internet or social media, communications sent or received from Butte County Office of Education technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of Butte County Office of Education technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any Butte County Office of Education technology are the sole property of Butte County Office of Education. The creation or use of a password by a student on Butte County Office of Education technology does not create a reasonable expectation of privacy.

Personally Owned Devices

If a student uses a personally owned device to access Butte County Office of Education technology, he/she shall abide by all applicable Superintendent's Policy and Administrative Regulations, and this Acceptable Use Agreement. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information) or misuse of technology, he/she shall immediately report such information to the teacher or other Butte County Office of Education personnel.

Consequences for Violation

Violations of the law, Superintendent's Policy and Administrative Regulations, or this agreement, may result in revocation of a student's access to Butte County Office of Education's technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, Superintendent's Policy and Administrative Regulations, or this agreement, may be reported to law enforcement agencies as appropriate.

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Student Acknowledgment

I have received, read, understand, and agree to abide by this Acceptable Use Agreement and other applicable laws and Superintendent's Policy and Administrative Regulations governing the use of Butte County Office of Education technology. I understand that there is no expectation of privacy when using Butte County Office of Education technology. I further understand that any violation may result in loss of user privileges, disciplinary action, and/or appropriate legal action.

Name: _____ Grade: _____
(Please print)

School: _____

Signature: _____ Date: _____

Parent or Legal Guardian Acknowledgment

If the student is under 18 years of age, a parent/guardian must also read and sign the agreement.

As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the terms of the Acceptable Use Agreement. By signing this Agreement, I give permission for my child to use Butte County Office of Education technology and/or to access the school's computer network and the Internet. I understand that, despite Butte County Office of Education's best efforts, it is impossible for the school to restrict access to all offensive and controversial materials. I agree to release from liability, indemnify, and hold harmless Butte County Office of Education, the school, and Butte County Office of Education personnel against all claims, damages, and costs that may result from my child's use of Butte County Office of Education technology or the failure of any technology protection measures used by Butte County Office of Education. Further, I accept full responsibility for supervision of my child's use of his/her access account if and when such access is not in the school setting.

Name: _____ Date: _____
(Please print)

Signature: _____

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION

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SP 6164.2

GUIDANCE / COUNSELING SERVICES

The County Superintendent 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.

The County Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

Responsibilities of school counselors include, but are not limited to:

1. Engaging with, advocating for, and providing support for all students with respect to learning and achievement
2. Planning, implementing, and evaluating programs to promote the academic, career, personal, and social development of all students, including students from low-income families, foster youth, homeless youth, undocumented youth, and students at all levels of academic, social, and emotional abilities
3. Using multiple sources of information to monitor and improve student behavior and achievement
4. Collaborating and coordinating with school and community resources
5. Promoting and maintaining a safe learning environment for all students by providing restorative justice practices, positive behavior interventions, and support services
6. Intervening to ameliorate school-related problems, including issues related to chronic absences
7. Using research-based strategies to reduce stigma, conflict, and student-to-student mistreatment and bullying
8. Improving school climate and student well-being
9. Enhancing students' social and emotional competence, character, health, civic engagement, cultural legacy, and commitment to lifelong learning and the pursuit of high-quality educational programs
10. Providing counseling interventions and support services for students classified as English learners, eligible for free or reduced-priced meals, or foster youth, including enhancing equity and access to the education system and community services

Educational Counseling

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions.

The educational counseling program shall include academic counseling in the following areas:

1. Development and implementation, with parent/guardian involvement, of the student's immediate and long-range educational plans
2. Optimizing progress towards achievement of proficiency standards
3. Completion of the required curriculum in accordance with the student's needs, abilities, interests, and aptitudes

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4. 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
5. Career and vocational counseling, in which students are assisted in doing all of the following:
 - a. Planning for the future, including, but not limited to, identifying personal interests, skills, and abilities, career planning, course selection, and career transition
 - b. Becoming aware of personal preferences and interests that influence educational and occupational exploration, career choice, and career success
 - c. Developing realistic perceptions of work, the changing work environment, and the effect of work on lifestyle
 - d. Understanding the relationship between academic achievement and career success, and the importance of maximizing career options
 - e. Understanding 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
 - f. Understanding the need to develop essential employable skills and work habits
 - g. Understanding the variety of four-year colleges and universities and community college vocational and technical preparation programs, as well as admission criteria and enrollment procedures

Butte County Office of Education's educational counseling program also 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 his/her education if he/she fails to meet graduation requirements.

The County Superintendent or designee 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, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are non-traditional for that student's sex.

For assessing or counseling students, Butte County Office of Education shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students.

Colleges and prospective employers, including military recruiters, shall have the same access to students for recruiting purposes.

Personal or Mental Health Counseling

A school counselor, school psychologist, or school social worker may provide individualized personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her

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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 the County Superintendent or designee and, as appropriate, 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

The County Superintendent recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students and parents/guardians before, during, and after a crisis.

In addition, the County Superintendent or designee 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 it 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.

Teacher-Based Advisory Program

The County Superintendent recognizes that a supportive, ongoing relationship with a caring adult can provide a student with valuable advice, enhance student-teacher relationships, and build the student's feelings of connectedness with the school. The County Superintendent authorizes the development of a teacher-based advisory program in which teachers advise students in such areas as academic planning, character development, conflict resolution, and self-esteem. Any teacher participating in this program shall be under the supervision of a credentialed school counselor as appropriate, receive related information and training, and be subject to this Superintendent's Policy and law, including requirements pertaining to student confidentiality and nondiscrimination.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Legal Reference

Education Code

221.5 Prohibited sex discrimination

44266 Pupil personnel services credential

48431 Establishing and maintaining high school guidance and placement program

49600-49604 Educational counseling

51250-51251 School age military dependents

51513 Personal beliefs

Family Code

6920-6929 Consent by minor for treatment or counseling

Health And Safety Code

124260 Mental health services; consent by minors age 12 and older

Penal Code

11166-11170 Reporting known or suspected cases of child abuse

Welfare And Institutions Code

5850-5883 Mental Health Services Act

Code of Regulations, Title 5

4930-4931 Counseling

80049-80049.1 Pupil personnel services credential

80632-80632.5 Preparation programs for pupil personnel services

United States Code, Title 10

503 Military recruiter access to directory information

United States Code, Title 20

1232g Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

Code of Federal Regulations, Title 34

99.1-99.67 Family educational rights and privacy

Approved: June, 2017 [services pending]

Revised:

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6164.4

IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

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

The County Superintendent or designee shall establish a comprehensive system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education and related services provided to such individuals.

Butte County Office of Education's identification procedures shall include methods for utilizing referrals from parents/guardians, teachers, appropriate professionals, and others, and shall be coordinated with school site procedures for referral of students whose needs cannot be met with modifications to the regular instructional program.

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

Legal Reference

Education Code

44265.5 Professional preparation for teachers of impaired students
56000-56885 Special education programs, especially
56195.8 Adoption of policies
56300-56304 Identification of individuals with disabilities
56320-56331 Assessment
56333-56338 Eligibility criteria for specific learning disabilities
56340-56347 Instructional planning and individualized education program
56381 Reassessment of students
56425-56432 Early education for individuals with disabilities
56441.11 Eligibility criteria, children ages 3-5
56445 Transition to grade school; reassessment
56500-56509 Procedural safeguards

Government Code

95000-95029.5 California Early Intervention Services Act
Code of Regulations, Title 5
3021-3029 Identification, referral and assessment
3030-3031 Eligibility criteria
United States Code, Title 20
1232g Family Educational Rights and Privacy Act of 1974
1412 State eligibility; § 1415 Procedural safeguards
Code of Federal Regulations, Title 34
104.35 Evaluation and placement

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

104.36 Procedural safeguards

300.1-300.818 Individuals with Disabilities Education Act, especially

300.301-300.306 Evaluations and reevaluations

Approved: November, 2010

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6164.4

REGULATIONS REGARDING IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

Referrals for Special Education Services

A student shall be referred for special education instruction and services only after the resources of the regular education program have been considered and used where appropriate.

All referrals from school staff for special education and related services shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student and their effect.

Initial Evaluation for Special Education Services

Before the initial provision of special education and related services to a student with a disability, Butte County Office of Education shall conduct a full and individual initial evaluation of the student.

Upon receipt of a referral of any student for special education and related services, a proposed evaluation plan shall be developed within 15 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, unless the parent/guardian agrees, in writing, to an extension. If the referral is made within 10 days or less prior to the end of the student's regular school year or term, the proposed evaluation plan shall be developed within 10 days after the beginning of the next regular school year or term.

The proposed evaluation plan shall meet all of the following requirements:

1. Be in a language easily understood by the general public
2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible
3. Explain the types of evaluation to be conducted
4. State that no individualized education program (IEP) will result from the evaluation without parent/guardian consent

Before conducting an initial evaluation, Butte County Office of Education shall provide the parent/guardian with prior written notice. In addition, as part of the evaluation plan, the parent/guardian shall receive written notice that includes all of the following information:

1. Upon completion of the administration of tests and other evaluation materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled. At this meeting, the team shall determine whether or not the student is a student with disabilities, and shall discuss the evaluation, the educational recommendations, and the reasons for the recommendations.
2. When making a determination of eligibility for special education, Butte County Office of Education shall not determine that the student is disabled if the primary factor for such determination is lack of appropriate instruction in reading, including the essential components of reading instruction, lack of appropriate instruction in mathematics, or limited English proficiency.
3. A copy of the evaluation report and the documentation of determination of eligibility shall be given to the parent/guardian.

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4. If the parent/guardian disagrees with an evaluation obtained by the Butte County Office of Education, he/she has the right to obtain, at public expense, an independent educational evaluation (IEE) of the student from qualified specialists. The parent/guardian is entitled to only one such evaluation at public expense each time the Butte County Office of Education conducts an assessment with which the parent/guardian disagrees.
If Butte County Office of Education observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of the student, an equivalent opportunity shall apply to the IEE. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of Butte County Office of Education's proposed placement and setting, if any, regardless of whether the IEE is initiated before or after the filing of a due process hearing proceeding.
5. Butte County Office of Education may initiate a due process hearing to show that its evaluation is appropriate. If the final decision resulting from the due process hearing is that the evaluation is appropriate, the parent/guardian maintains the right for an IEE, but not at public expense.
If the parent/guardian obtains an IEE at private expense, the results of the IEE shall be considered by Butte County Office of Education with respect to the provision of a free appropriate public education (FAPE) to the student, and may be presented as evidence at a due process hearing regarding the student. If Butte County Office of Education observed the student in conducting its evaluation, or if its evaluation procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an IEE of the student in the student's current educational placement and setting and in any educational placement and setting proposed by Butte County Office of Education, regardless of whether the IEE is initiated before or after the filing of a due process hearing.
6. If the parent/guardian proposes a publicly financed placement of the student in a non-public school, Butte County Office of Education shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the non-public school by his/her parent/guardian, the student in that proposed placement. Any such observation shall only be of the student who is the subject of the observation and shall not include the observation or evaluation of any other student in the proposed placement unless that other student's parent/guardian consents to the observation or evaluation. The results of any observation or evaluation of another student shall be in-admissible in any due process or judicial proceeding regarding FAPE of that other student.

Parent/Guardian Consent for Evaluations

Upon receiving the proposed evaluation plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial evaluation. Butte County Office of Education shall not interpret parent/guardian consent for initial evaluation as consent for initial placement or initial provision of special education services.

Informed parental consent means that the parent/guardian:

1. Has been fully informed, in his/her native language or other mode of communication, of all information relevant to the activity for which consent is sought
2. Understands and agrees, in writing, to the carrying out of the activity for which his/her consent is sought and the consent describes that activity and lists the records (if any) that will be released and to whom
3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time
4. Understands that if he/she revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked)

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Butte County Office of Education shall make reasonable efforts to obtain the informed consent of the parent/guardian for an initial evaluation or reevaluation of a student. Butte County Office of Education shall maintain a record of its attempts to obtain consent, including:

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondence sent to the parent/guardian and any responses received
3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits

If a parent/guardian refuses to consent to the initial evaluation or fails to respond to a request to provide consent, Butte County Office of Education may, but is not required to, pursue an evaluation by utilizing the procedural safeguards, including mediation and due process procedures.

For a student who is a ward of the state and not residing with his/her parent/guardian, Butte County Office of Education may conduct an initial evaluation without obtaining informed consent if any of the following situations exists:

1. Despite reasonable efforts to do so, Butte County Office of Education cannot discover the whereabouts of the parent/guardian of the student.
2. The rights of the parent/guardian of the student have been terminated in accordance with California law.
3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student.

Butte County Office of Education need not obtain parent/guardian consent before reviewing existing data as part of an evaluation or administering a test or other evaluation that is administered to all students, unless consent is required from the parents/guardians of all students.

Conduct of the Evaluation

Butte County Office of Education shall complete the determination as to whether the student is a student with a disability, conduct the initial evaluation to determine his/her educational needs, and develop an IEP within 60 days of receiving informed parent/guardian consent for the evaluation.

The evaluation shall be conducted by qualified personnel who are competent to perform the assessment as determined by Butte County Office of Education.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.

In conducting the evaluation, Butte County Office of Education shall use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the student. Butte County Office of Education shall also use any information provided by the parent/guardian that may assist in making the determination as to whether the student is a student with a disability and, if so, the necessary components of his/her IEP when the IEP is developed, including information related to enabling the student to be involved in and to progress in the general education curriculum.

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Butte County Office of Education's evaluation shall not use any single measure or assessment as the sole criterion for determining whether a student is a student with a disability and for determining the appropriate educational program for the student. The assessment shall use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Butte County Office of Education shall also ensure that assessments and other evaluation materials provide relevant information that assists in determining the student's educational needs and are:

1. Selected and administered so as not to be discriminatory on a racial, cultural, or sexual basis
2. Provided and administered in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer
3. Used for the purposes for which the assessments or measures are valid and reliable
4. Administered by trained and knowledgeable personnel
5. Administered in accordance with any instructions provided by the producer of the assessments
6. Tailored to assess specific areas of educational need and not merely designed to provide a single general intelligence quotient
7. If administered to a student with impaired sensory, manual, or speaking skills, selected and administered to best ensure that the results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure

Students shall be assessed in all areas related to the suspected disability, including, if appropriate, health and development, vision (including low vision), hearing, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. When appropriate, a developmental history shall be obtained. Butte County Office of Education shall ensure that the evaluation is sufficiently comprehensive to identify all of the student's special education and related service needs, whether or not commonly linked to the disability category in which the student has been classified.

As part of the initial evaluation and any re-evaluation, the IEP team and other qualified professionals shall, if appropriate, review existing evaluation data on the student, including evaluations and information provided by the parents/guardians, current classroom-based local or state assessments and classroom-based observations, and observations by teachers and related services providers. On the basis of that review and input from the student's parent/guardian, the team shall identify what additional data, if any, are needed to determine:

1. Whether the student is a student with a disability, or in the case of a re-evaluation, whether the student continues to have a disability, and the educational needs of the student
2. The present levels of academic achievement and related developmental needs of the student
3. Whether the student needs, or continues to need, special education and related services
4. Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in his/her IEP and to participate, as appropriate, in the general education curriculum

If a student has transferred from another district in the same school year or leaves Butte County Office of Education, Butte County Office of Education shall coordinate with the student's prior or subsequent district as necessary and as expeditiously as possible to ensure prompt completion of full evaluations.

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Eligibility Determination

Upon completion of the administration of assessments and other evaluation measures, a group of qualified professionals and the parent/guardian shall determine whether the student is a student with a disability and, if so, his/her educational needs. In interpreting the data, the group shall draw information from a variety of sources, including aptitude and achievement tests, parent/guardian input, and teacher recommendations, as well as information about the student's physical condition, social or cultural background, and adaptive behavior. The group shall ensure that the information obtained from these sources is documented and carefully considered.

The personnel who evaluate the student shall prepare a written report of the results of each evaluation. The report shall include, but not be limited to, the following:

1. Whether the student may need special education and related services
2. The basis for making the determination
3. The relevant behavior noted during the observation of the student in an appropriate setting
4. The relationship of that behavior to the student's academic and social functioning
5. The educationally relevant health, developmental, and medical findings, if any
6. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that it cannot be corrected without special education and related services
7. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate
8. The need for specialized services, materials, and equipment for students with low incidence disabilities

When making a determination of eligibility for special education and related services, Butte County Office of Education shall not determine that a student is disabled if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction, lack of instruction in mathematics, limited English proficiency, or that the student does not otherwise meet the eligibility criteria.

If a determination is made that a student has a disability and needs special education and related services, an IEP shall be developed within a total time not to exceed 60 days, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days, from the date of the receipt of the parent/guardian's consent for evaluation, unless the parent/guardian agrees, in writing, to an extension.

Independent Educational Evaluation

The parents/guardians of a student with a disability have the right to obtain an IEE at public expense under the same criteria that Butte County Office of Education uses for a Butte County Office of Education school-initiated evaluation. An independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by Butte County Office of Education. Public expense means Butte County Office of Education either pays for the full cost of the IEE or ensures that the evaluation is otherwise provided at no cost to the parent/guardian.

The parent/guardian is entitled to only one IEE at public expense each time Butte County Office of Education conducts an evaluation with which the parent/guardian disagrees.

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If a parent/guardian has requested an IEE, Butte County Office of Education may ask for the reason that he/she objects to Butte County Office of Education's evaluation. However, the parent/guardian is not required to provide the reason to Butte County Office of Education.

Upon receiving the request for an IEE, Butte County Office of Education shall, without unnecessary delay, either:

1. File a due process complaint to request a hearing to show that its evaluation is appropriate
2. Ensure that an IEE is provided at public expense, unless Butte County Office of Education can later demonstrate at a hearing that the evaluation obtained by the parent/guardian did not satisfy the Butte County Office of Education's criteria

If a due process hearing decision determines that Butte County Office of Education's evaluation is appropriate, then the parent/guardian may obtain an IEE but not at public expense.

In any decision made with respect to providing FAPE to a student with a disability, the result of any IEE obtained by the student's parent/guardian shall be considered by Butte County Office of Education if it meets Butte County Office of Education criteria. Any such result also may be presented as evidence at a hearing on a due process complaint.

Re-evaluation

A re-evaluation shall be conducted when Butte county Office of Education determines that the educational or related service needs of the student, including improved academic achievement and functional performance, warrant a re-evaluation or if the student's parent/guardian or teacher requests a re-evaluation. Such re-evaluations shall occur every three years, unless the parent/guardian and Butte County Office of Education agree in writing that a re-evaluation is unnecessary. A re-evaluation may not occur more than once a year, unless the parent/guardian and Butte County Office of Education agree otherwise.

Butte County Office of Education shall ensure that any re-evaluations of the student are conducted in accordance with evaluation procedures.

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reevaluated to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these children.

Approved: November, 2010

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6164.6

IDENTIFICATION AND EDUCATION UNDER SECTION 504

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

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

Legal Reference

Education Code

49423.5 Specialized physical health care services

Approved: February, 2013

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6164.6

REGULATIONS REGARDING IDENTIFICATION AND EDUCATION UNDER SECTION 504

Definitions

Free appropriate public education (FAPE) under Section 504 of the Rehabilitation Act of 1973 means the provision of either regular or special education and related aids and services, designed to meet the student's individual educational needs as adequately as the needs of nondisabled students are met.

Eligibility to receive FAPE under Section 504 means a student has a physical or mental impairment which substantially limits one or more major life activities.

Major life activities means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Physical or mental impairment means any of the following:

1. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal, special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine
2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities

Referral, Identification, and Evaluation

1. Any student may be referred by a parent/guardian, teacher, other school employee, student success team, or community agency for consideration of eligibility as a disabled student under Section 504. This referral may be made to the Principal or 504 Coordinator.
2. Upon receipt of a referral for eligibility, the Principal or 504 Coordinator shall consider the referral and determine whether an evaluation is appropriate. This determination shall be based on a review of the student's school records, including academic and nonacademic areas of the school program; consultation with the student's teacher(s), other professionals, and the parent/guardian, as appropriate; and analysis of the student's needs.
If it is determined that an evaluation is unnecessary, the Principal or 504 Coordinator shall inform the parents/guardians in writing of this decision and of the procedural safeguards, as described in the "Procedural Safeguards" section below.
3. If it is determined that a student needs or is believed to need special education or related services under Section 504, Butte County Office of Education shall conduct an evaluation of the student prior to initial placement and before any significant change in placement.
Prior to conducting an initial evaluation of a student for eligibility under Section 504, Butte County Office of Education shall obtain written parent/guardian consent.

Butte County Office of Education's evaluation procedures shall ensure those tests and other evaluation materials:

1. Have been validated and are administered by trained personnel in conformance with the instruction provided by the test publishers
2. Are tailored to assess specific areas of educational need and are not based solely on a single IQ score

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3. Reflect aptitude or achievement or whatever else the tests purport to measure and do not reflect the student's impaired sensory, manual, or speaking skills unless the test is designed to measure these particular deficits

Section 504 Services Plan and Placement

1. A multi-disciplinary 504 team shall be convened to review the evaluation data in order to make placement decisions.
The 504 team shall consist of a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.
In interpreting evaluation data and making placement decisions, the team shall draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The team shall also ensure that information obtained from all such sources is documented and carefully considered and that the placement decision is made in conformity with the Code of Federal Regulations.
2. If, upon evaluation, a student is determined to be eligible for services under Section 504, the team shall meet to develop a written 504 services plan which shall specify the types of regular or special education services, accommodations, and supplementary aids and services necessary to ensure that the student receives Free Appropriate Public Education.
The parents/guardians shall be invited to participate in the meeting and shall be given an opportunity to examine all relevant records.
3. If the 504 team determines that no services are necessary for the student, the record of the team's meeting shall reflect whether or not the student has been identified as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed. The student's parent/guardian shall be informed in writing of his/her rights and procedural safeguards, as described in the "Procedural Safeguards" section below.
4. The student shall be placed in the regular educational environment, unless Butte County Office of Education can demonstrate that the education of the student in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. The student shall be educated with those who are not disabled to the maximum extent appropriate to his/her individual needs.
5. Butte County Office of Education shall complete the identification, evaluation, and placement process within a reasonable time frame.
6. A copy of the student's Section 504 services plan shall be kept in his/her student record. The student's teacher(s) and any other staff who provide services to the student shall be informed of the plan's requirements.

If a student transfers to another school, the Principal or designee at the school from which the student is transferring shall ensure that the principal or designee at the new school receives a copy of the plan prior to the student's enrollment in the new school.

Review and Re-evaluation

1. The 504 team shall monitor the progress of the student and the effectiveness of the student's Section 504 services plan to determine whether the services are appropriate and necessary and whether the student's needs are being met as adequately as the needs of non-disabled students. The team shall review the student's plan annually. In addition, the student's eligibility under Section 504 shall be re-evaluated at least once every three years.

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

Procedural Safeguards

Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation, or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their right to:

1. Examine relevant records
2. Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
3. Have a review procedure

Notifications shall also detail the parent/guardian's right to file a grievance with Butte County Office of Education over an alleged violation of Section 504; have an evaluation that draws on information from a variety of sources; be informed of any proposed actions related to eligibility and plan for services; receive all information in the parent/guardian's native language and primary mode of communication; periodic re-evaluations and an evaluation before any significant change in program/service modifications; an impartial hearing if there is a disagreement with Butte County Office of Education's proposed action; be represented by counsel in the impartial hearing process; and appeal the impartial hearing officer's decision.

If a parent/guardian disagrees with decisions regarding the identification, evaluation, or educational placement of his/her child under Section 504, he/she may request a Section 504 due process hearing in accordance with the following procedures:

1. Within 30 days after receipt of Butte County Office of Education's decision with which the parent/guardian disagrees, the parent/guardian may request an administrative review of the decision. The Principal or 504 Coordinator shall designate an appropriate administrator to meet with the parent/guardian to attempt to resolve the issue. This review shall be held within 14 days of receiving the parent/guardian's request.
2. If the parent/guardian chooses not to request an administrative review or if the review does not resolve the issue, the parent/guardian may request in writing a Section 504 due process hearing. The parent/guardian's request for a hearing shall be made within 30 days of receiving Butte County Office of Education's decision or within 14 days of completion of the administrative review. The request shall include:
 - a. The specific nature of the decision with which the parent/guardian disagrees
 - b. The specific relief the parent/guardian seeks
 - c. Any other information the parent/guardian believes pertinent

Within 30 days of receiving the parent/guardian's request, the County Superintendent or designee and Principal or 504 Coordinator shall select an impartial hearing officer. This 30-day deadline may be extended for good cause or by mutual agreement of the parties.

The Principal or 504 Coordinator shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Butte County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Within 45 days of the selection of the hearing officer, the Section 504 due process hearing shall be conducted and a written decision mailed to all parties. This 45-day deadline may be extended for good cause or by mutual agreement of the parties.

Any party to the hearing shall be afforded the right to:

1. Be accompanied and advised by counsel and by individuals with special knowledge or training related to the problems of students who are qualified as disabled under Section 504
2. Present written and oral evidence
3. Question and cross-examine witnesses
4. Receive written findings by the hearing officer

If desired, either party may seek a review of the hearing officer's decision by a federal court of competent jurisdiction.

Notifications

The County Superintendent or designee shall ensure that Butte County Office of Education has taken appropriate steps to notify students and parents/guardians of Butte County Office of Education's duty under Section 504.

Approved: March, 2009

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6170.1

TRANSITIONAL KINDERGARTEN

The County Superintendent desires to offer a high-quality transitional kindergarten program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

Butte County Office of Education's transitional kindergarten shall be the first year of a two-year kindergarten program.

The County Superintendent encourages ongoing collaboration among preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in program development, implementation, and evaluation.

Eligibility

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after December 2 of that same school year, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance.

Parents/guardians of eligible children shall be notified of the availability of this program and the age, residency, immunization, and any other enrollment requirements. Enrollment in the transitional kindergarten program shall be voluntary.

Curriculum and Instruction

Butte County Office of Education's transitional kindergarten program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate.

The County Superintendent or designee shall approve academic standards for transitional kindergarten that bridge preschool learning foundations and kindergarten standards. Such standards shall be designed to facilitate students' development in essential skills which may include, as appropriate, language and literacy, mathematics, physical development, the arts, science, social sciences, English language development, and social-emotional development.

The number of instructional minutes offered in transitional kindergarten shall be the same as that required for Butte County Office of Education's kindergarten program.

Transitional kindergarten students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

Teachers assigned to teach in transitional kindergarten classes shall possess a teaching credential or permit that authorizes instruction at the kindergarten grade level.

A credentialed teacher who is first assigned to a Transitional Kindergarten class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable

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experience in a preschool setting, and/or a child development teacher permit issued by the Commission on Teacher Credentialing.

The County Superintendent or designee may provide professional development as needed to ensure that transitional kindergarten teachers are knowledgeable about standards and effective instructional methods for teaching young children.

Continuation to Kindergarten

Students who complete the transitional kindergarten program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed parental permission form for kindergarten attendance.

A student shall not attend more than two years in a combination of transitional kindergarten and kindergarten.

Assessment

The County Superintendent or designee may develop or identify appropriate formal and/or informal assessments of Transitional Kindergarten students' development and progress. He/she shall monitor and regularly report to the Butte County Board of Education regarding implementation and the progress of students in meeting related academic standards.

Legal Reference

Education Code

8973 Extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county office of education

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten

48000 Minimum age of admission kindergarten and transitional kindergarten

48002 Evidence of minimum age required to enter kindergarten or first grade

48003 Kindergarten annual report

48200 Compulsory education, starting at age six

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6171

TITLE I PROGRAMS

In order to improve the academic achievement of students from economically disadvantaged families, the Butte County Office of Education shall use federal Title I funds to provide supplementary services that reinforce the core curriculum and assist students in attaining proficiency on state academic standards and assessments.

The County Superintendent or designee shall provide technical assistance and support to any school participating in the Title I program, including consultation in the development and implementation of school plans and activities.

The Butte County Office of Education and each school receiving Title I funds shall develop a written parent involvement policy.

Local Educational Agency Plan

The County Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Butte County Board of Education for approval.

The plan shall address the assessments, strategies, and services Butte County Office of Education will use to help low-achieving students meet challenging academic standards.

The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file at the Butte County Office of Education.

Comparability of Services

State and local funds used in schools receiving Title I funds shall provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all Butte County Office of Education schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span.

To demonstrate comparability of services among schools:

1. The County Superintendent shall adopt and implement a salary schedule;
2. The ratio of students to teachers, administrators, and other staff at each Title I school shall not exceed 110 percent of the average ratio across non-Title I schools;
3. Salary expenditures at each Title I school shall be no less than 90 percent of the average salary expenditure across non-Title I schools;
4. All schools shall be provided with the same level of base funding per student for curriculum and instructional materials;
5. The County Superintendent or designee shall maintain records of the quantity and quality of instructional materials and equipment at each school.

In determining comparability, the County Superintendent shall not include staff salary differentials for years of employment. The County Superintendent may also exclude unpredictable changes in student enrollment or

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personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to disabled students, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I.

At the beginning of each school year, the County Superintendent or designee shall measure comparability in accordance with the above criteria and maintain records documenting compliance. If any instances of non-comparability are identified, the County Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

Program Evaluation

The County Superintendent shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments.

Legal Reference

Education Code

11503 Parent involvement programs in Title I schools

52055.57 Districts identified or at risk of identification for program improvement

54020-54028 Economic Impact Aid

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

United States Code, Title 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6316 School improvement

6318 Parent involvement

6320 Participation of private school students

6321 Comparability of services

7881 Participation of private school students

Code Of Federal Regulations, Title

34200.1-200.79 Improving basic programs for disadvantaged students

Approved: August, 2006

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6171

REGULATIONS REGARDING TITLE I PROGRAMS

Schoolwide Programs

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. The County Superintendent or designee shall inform any such eligible school and the school's parents/guardians of the school's eligibility and its ability to consolidate funds from federal, state, and local sources for program purposes.

Any participating school shall develop, annually review, and update a single plan for student achievement which incorporates the plan required by 20 USC 6314 for reforming the school's total instructional program and plans required by other categorical programs included in the state's consolidated application.

A schoolwide program shall include:

1. A comprehensive needs assessment of the entire school, including the needs of migrant students, which includes the achievement of students in relation to state academic content and achievement standards
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all students to meet the state's proficient and advanced levels of achievement
 - b. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the school's core academic program, increase the amount and quality of learning time, help provide an enriched and accelerated curriculum, and include strategies for meeting the educational needs of historically underserved populations
 - c. Include strategies to address the needs of all students in the school, but particularly the needs of low-achieving students and those at risk of not meeting state achievement standards who are members of the target population of any program that is part of the schoolwide program. Such strategies may include counseling, student services, mentoring services, college and career awareness and preparation, and the integration of vocational and technical education programs.
 - d. Address how the school will determine if student needs have been met
 - e. Are consistent with and designed to implement state and local improvement plans, if any
3. High-quality and ongoing professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians to enable all students in the school to meet state academic achievement standards
4. Strategies to attract high-quality, highly qualified teachers to high-need schools
5. Strategies to increase parent involvement
6. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs
7. Measures to include teachers in decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program
8. Activities to ensure that students who experience difficulty mastering the proficient and advanced levels of academic standards shall be provided with effective, timely additional assistance, which shall include measures for timely identification of students' difficulties and provision of sufficient information on which to base effective assistance
9. Coordination and integration of federal, state, and local services and programs

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Targeted Assistance Programs

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I funds to provide services to:

1. Students in grades 3-12 identified by the school as failing, or most at risk of failing, to meet the state's academic achievement standards on the basis of criteria established by the district and supplemented by the school
2. Students in preschool through grade 2 selected solely on the basis of such criteria as teacher judgment, interviews with parents/guardians, and developmentally appropriate measures

A targeted assistance program shall:

1. Use program resources to help participating students meet state academic achievement standards expected for all students
2. Ensure that program planning is incorporated into existing school planning
3. Use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program, give primary consideration to providing extended learning time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours for instruction provided by Title I
4. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs
5. Provide instruction by highly qualified teachers
6. Provide opportunities for professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff, and parents/guardians who work with participating students
7. Provide strategies to increase parent involvement
8. Coordinate and integrate federal, state, and local services and programs

Participation of Private School Students

The County Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis with participating public school students.

Teachers, other educational personnel, and families of participating private school students shall have an opportunity to participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319.

Each year the County Superintendent or designee shall contact officials of private schools with students who reside within county boundaries, regardless of whether the private school they attend is located within the county or whether or not those officials have previously indicated any interest in program participation.

The County Superintendent or designee shall consult, in a meaningful and timely manner, with appropriate private school officials during the design and development of the Title I programs. Such consultation shall occur before Butte County Office of Education makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include a discussion of:

1. How the needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided

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4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to private school students and the proportion of funds that is allocated for such services
6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when Butte County Office of Education will make decisions about the delivery of service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if Butte County Office of Education disagrees with the views of private school officials on the provision of services through a third-party provider, Butte County Office of Education will provide to private school officials a written analysis of the reasons that Butte County Office of Education has chosen not to use a contractor

Meetings between Butte County Office of Education and private school officials shall continue throughout implementation and assessment of services.

The County Superintendent or designee shall maintain, and shall provide to the California Department of Education upon request, a written affirmation signed by officials of each participating private school that consultation has occurred.

If the private school officials do not provide such affirmation within a reasonable period of time, the County Superintendent or designee shall maintain records of the consultation or the offer of consultation.

The County Superintendent or designee also shall maintain records documenting that:

1. The needs of private school teachers and/or private school students were identified.
2. The funds made available were equitable to those allocated for public school students and teachers.
3. Butte County Office of Education's program met the needs of the private school teachers and/or private school students.
4. Butte County Office of Education made efforts to resolve any complaints made by private school representatives.

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6172.1

CONCURRENT ENROLLMENT IN COLLEGE CLASSES

Special part-time students may enroll in up to 11 units per semester, or the equivalent, in a community college. Such students shall receive credit for community college courses that they complete in an amount jointly determined appropriate by the district and the community college governing board.

A written agreement regarding the student's enrollment in postsecondary courses and the credits to be awarded for successful completion shall be signed by the student, parent/guardian, principal, and college representative. The student shall be informed whether the credits to be earned are considered academic credits or elective credits and whether the course would need to be completed again during the college years to satisfy college requirements.

To receive district credit for coursework completed at a community college or four-year college, the student or parent/guardian shall submit a transcript showing completion of the course with a passing grade.

Minimum School Day

Except under the conditions specified in Education Code 46146, the minimum day of attendance in district schools shall be 180 minutes for any student who is enrolled part-time in a community college and any student in grades 11-12 who is enrolled part-time in the California State University or University of California, when the student is enrolled in classes for which academic credit will be provided upon satisfactory completion of enrolled courses.

A student enrolled full-time at a community college shall be exempted from full-time attendance in the district's regular education program.

However, both part-time and full-time community college students shall be required to undertake courses of instruction of a scope and duration sufficient to satisfy the requirements of law.

Community College Classes on High School Campus

If a community college class is to be offered at a district high school campus, the class shall not be held during the time the campus is closed to the general public.

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6173

EDUCATION FOR HOMELESS CHILDREN

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

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

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

When there are at least fifteen [15] homeless students in any of Butte County Office of Education schools, the schools' Local Control and accountability plan [LCAP] shall include goals and specific actions to improve student achievement and other outcomes of homeless students.

Transportation

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

Legal Reference

Education Code

1980-1986 County community schools

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

United States Code, Title 42

11431-11435 McKinney-Vento Homeless Assistance Act

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6173

REGULATIONS REGARDING EDUCATION FOR HOMELESS CHILDREN

Definitions

Homeless students means students who lack a fixed, regular, and adequate nighttime residence and includes:

1. Students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
2. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes youth who are not in the physical custody of a parent or guardian.

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, Butte County Office of Education shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin.

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all students.

Butte County Office of Education School Liaison

The County Superintendent or designee shall:

1. Ensure that homeless students are identified by school personnel through outreach and coordination activities with other entities and agencies
2. Ensure that homeless students are enrolled in, and have a full and equal opportunity to succeed in, Butte County Office of Education schools
3. Ensure that homeless families and children and youth have access to and receive educational services for which they are eligible, including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by Butte County Office of Education
4. Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services
5. Inform parents/guardians of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

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6. Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.
7. Mediate enrollment disputes in accordance with law and the section "Resolving Enrollment Disputes" below
8. Fully inform parents/guardians of homeless students and unaccompanied youth of all transportation services, including transportation to the school of origin, and assist them in accessing transportation to the school of choice
9. Ensure that school personnel providing services to homeless students receive professional development and other support
10. Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the county liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090
11. Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law

In addition, when notified pursuant to Education Code 48918.1, the school liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the school liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

The County Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the school liaison. He/she shall also provide the name and contact information of the school liaison to the California Department of Education for publishing on their web site.

Enrollment

Butte County Office of Education shall make placement decisions for homeless students based on the student's best interest.

In determining the best interest of the student, Butte County Office of Education shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth.

Such factors may include, but are not limited to, the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere.

In the case of an unaccompanied youth, the school liaison shall assist in placement or enrollment decisions, give priority to the views of the student, and provide notice to the student of his/her appeal rights.

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise.

Once a placement decision has been made, the Principal or designee shall immediately enroll the student in the school of choice. The student shall be enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records
4. Has missed application or enrollment deadlines during any period of homelessness

The Principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the Principal or designee shall refer the parent/guardian to the school liaison for homeless students. The school liaison shall assist the parent/guardian, or the student if he/she is an unaccompanied youth, in obtaining the necessary immunizations, screenings, or records for the student.

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the County Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision.

The student may continue attending his/her school of origin for the duration of the homelessness.

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply:

1. If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.
2. If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school, he/she shall be allowed to continue to the school designated for matriculation.

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin:

1. Through the duration of the school year if he/she is in grades K-8
2. Through graduation if he/she is in high school

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Resolving Enrollment Disputes

If a dispute arises over student eligibility, school selection, or enrollment in a particular school, the matter shall be referred to the school liaison, who shall carry out the dispute resolution process as expeditiously as possible.

The parent/guardian or unaccompanied youth shall be provided with a written explanation of any decisions related to eligibility, school selection, or enrollment and of the right of the parent/guardian or unaccompanied youth to appeal such decisions.

The written explanation shall include:

1. A description of the action proposed or refused
2. An explanation of why the action is proposed or refused
3. A description of any other options that have been considered and the reasons that any other options were rejected
4. A description of any other factors relevant to the decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources
5. Appropriate timelines to ensure any relevant deadlines are not missed
6. Contact information for the school liaison and state coordinator, and a brief description of their roles

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The school liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the school liaison shall:

1. Inform them that they may provide written and/or oral documentation to support their position
2. Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved
3. Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process
4. Provide them a copy of the dispute form they submit for their records
5. Provide them the outcome of the dispute for their records

If a parent/guardian or unaccompanied youth disagrees with the liaison's enrollment decision, he/she may appeal the decision to the County Superintendent. The County Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the placement decision, the county liaison shall forward all written documentation and related paperwork to the homeless liaison at the Butte County Office of Education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities.

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Transportation

Butte County Office of Education shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the county and the parent/guardian, or the school liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of county boundaries, but continues to attend his/her school of origin, the County Superintendent or designee shall consult with the Superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.

Butte County Office of Education shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student.

Transfer of Coursework and Credits

When a homeless student transfers into a Butte County Office of Education school, Butte County Office of Education shall accept and issue full credit for any coursework that the student has satisfactorily completed while attending another public school, a juvenile court school, or a non-public, non-sectarian school or agency and shall not require the student to retake the course.

If the homeless student did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, Butte County Office of Education may require the student to retake the portion of the course completed if, in consultation with the holder of educational rights for the student, Butte County Office of Education finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a homeless student in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the notification of the student's transfer, as required under Education Code 49069.5.

In no event shall Butte County Office of Education prevent a homeless student from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma, a homeless student shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Butte County Board of Education.

However, when a homeless student who has completed his/her second year of high school transfers into the county from another school district or transfers between high schools within Butte County, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirements, unless there is a finding that the student is reasonably able to complete the additional requirements in time to

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graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the homeless student's transfer, the County Superintendent or designee shall notify the student, the person holding the right to make educational decisions for him/her, and the school liaison for homeless students of the availability of the exemption and whether the student qualifies for it. If the County Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer homeless.

To determine whether a homeless student is in his/her third or fourth year of high school, Butte County Office of Education shall use either the number of credits he/she has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The County Superintendent or designee shall notify any homeless student who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

Butte County Office of Education shall not require or request a homeless student to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a homeless student, the person holding the right to make educational decisions for the student, or the school liaison on behalf of the student.

If a homeless student is exempted from local graduation requirements, the exemption shall continue to apply after the student is no longer homeless or if he/she transfers to another school or school district.

If the County Superintendent or designee determines that a homeless student is reasonably able to complete graduation requirements within his/her fifth year of high school, he/she shall:

1. Inform the student and, if under 18 years of age, the person holding the right to make educational decisions for him/her, of the option available to the student to remain in school for a fifth year to complete graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution
2. Provide information to the homeless student about transfer opportunities available through the California Community Colleges
3. Upon agreement with the homeless student or with the person holding the right to make educational decisions for him/her if he/she is under 18 years of age, permit the student to stay in school for a fifth year to complete the graduation requirements

Eligibility for Extracurricular Activities

A homeless student who enrolls in any school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Notification and Complaints

Any complaint that Butte County Office of Education has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with Butte County Office of Education's Uniform Complaint Procedures.

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SP 6173.1

EDUCATION FOR FOSTER YOUTH

The County Superintendent recognizes that foster youth may be at greater risk for poor academic performance due to their family circumstances, disruption of their educational program, and emotional, social, and other health needs. Butte County Office of Education shall provide such students with full access to educational programs and other support services necessary to assist them in achieving state and Butte County Office of Education academic standards.

The County Superintendent or designee shall ensure that placement decisions for foster youth are based on the students' best interests as defined in law and the Butte County Office of Education's Superintendent's Policy and Administrative Regulations. To that end, he/she shall designate a staff person as a Butte County Office of Education school liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth. The County Superintendent or designee and Butte County Office of Education school liaison shall ensure that all appropriate staff, including, but not limited to, each Principal, school registrar, and attendance clerk, receive training regarding the enrollment, placement, and rights of foster youth.

The County Superintendent desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and promotes students' self-esteem and academic achievement. The County Superintendent or designee shall develop strategies to build students' feelings of connectedness with the school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of students' resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the County Superintendent or designee shall collaborate with local agencies including, but not limited to, the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates. The County Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the County Superintendent or designee shall report to the Butte County Board of Education on the outcomes for foster youth regarding the goals and specific actions identified in the Local Control Accountability Plan, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the Local Control Accountability Plan for improving or increasing services for foster youth.

Legal Reference

Education Code

32228-32228.5 Student safety and violence prevention

42238.01-42238.07 Local control funding formula

42920-42925 Foster children educational services

48645-48646 Juvenile court schools

48850-48859 Educational placement of students residing in licensed children's institutions

48915.5 Suspension and expulsion; students with disabilities, including foster youth

48918.1 Notice of expulsion hearing for foster youth

49061 Student records

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49069.5 Foster care students transfer of records
49076 Access to student records
51225.1 Exemption from district graduation requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
52060-52077 Local control and accountability plan
56055 Rights of foster parents in special education
68051 High school exit examination
68051.5 Suspension of high school exit examination
Health and Safety Code
1522.41 Training and certification of group home administrators
1529.2 Training of licensed foster parents
120341 Foster youth: school placement: immunization records
Welfare and Institutions Code
300 Children subject to jurisdiction
309 Investigation and release of child
317 Appointment of legal counsel
361 Limitations on parental or guardian control
366.27 Educational decision by relative providing living arrangements
602 Minors violating law; ward of court
726 Limitations on parental or guardian control
727 Order of care, ward of court
16000-16014 Foster care placement
United States Code, Title 20
1415 Procedural safeguards; placement in alternative educational setting
United States Code, Title 29
794 Rehabilitation Act of 1973, Section 504
United States Code, Title 42
670-679b Federal assistance for foster care programs
11431-11435 McKinney-Vento Homeless Assistance Act

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BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6173.1

REGULATIONS REGARDING EDUCATION FOR FOSTER YOUTH

Definitions

Foster youth means a child who has been removed from his/her home pursuant to Welfare and Institutions Code 309, is the subject of a petition filed under Welfare and Institutions Code 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602 or is a non-minor who is under the transition jurisdiction of a juvenile court, as described in Welfare and Institutions Code 450, and satisfies the criteria specified in Education Code 42238.01.

Person holding the right to make educational decisions means a responsible adult appointed by a court pursuant to Welfare and Institutions Code 361 or 726.

School of origin means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the preceding 15 months and with which the youth is connected, the school liaison shall, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, determine, in the best interests of the foster youth, which school is the school of origin.

Best interest means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the proximity to the school at the time of placement, appropriateness of the educational setting, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Butte County students.

Liaison

The County Superintendent designates the following position as Butte County Office of Education's school liaison for foster youth:

School Ties Coordinator
Butte County Office of Education
(530) 532-5650

The school liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in school, and checkout from school of students in foster care
2. Ensure proper transfer of credits, records, and grades when students in foster care transfer from one school to another or from one district to another

When a student in foster care is enrolling in a Butte County Office of Education school, the liaison shall contact the school last attended by the student to obtain all academic and other records, within two business days of receiving the request. When a foster youth is transferring to a new school, the liaison shall provide the student's records to the new school within two business days of receiving the new school's request.

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3. When required by law, notify the foster youth's attorney and the representative of the appropriate county child welfare agency when the foster youth is undergoing any expulsion or other disciplinary proceeding, including manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability.
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973
5. Ensure that students in foster care receive appropriate school-based services, such as supplemental instruction, counseling, or after-school services
6. Develop protocols and procedures so that staff, including principals and school clerical staff, is aware of the requirements for the proper enrollment, placement, and transfer of foster youth
7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, nonprofit organizations, and advocates to help coordinate services for the foster youth
8. Monitor the educational progress of foster youth based on indicators identified in the local control and accountability plan and provide reports to the County Superintendent or designee.

Enrollment

A foster youth placed in a licensed children's institution or foster family home within Butte County shall attend programs operated by the district of the institution or foster family home unless one of the following circumstances applies:

1. The student has an individualized education program requiring placement in a non-public, non-sectarian school or agency, or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the Butte County Office of Education indicating that determination and that he/she is aware of the following:
 - a. The student has a right to attend a regular public school in the least restrictive environment.
 - b. The alternate educational program is a special education program, if applicable.
 - c. The decision to unilaterally remove the student and to place him/her in an alternate education program will not be financed by Butte County Office of Education.
 - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
3. At the initial placement or any subsequent change in placement, the student exercises his/her right to continue in his/her school of origin, as defined above.
 - a. The student may continue in the school of origin for the duration of the court's jurisdiction.
 - b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the school year.
 - c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
 - d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transition to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

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The school liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area in which the foster youth resides are eligible to attend. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from his/her school of origin, the school liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how this recommendation serves the youth's best interests.

The role of the school liaison shall be advisory with respect to placement decisions and determination of the school of origin.

If the school liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth. The foster youth shall be immediately enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to, immunization records or other documentation

If a person with the right to make educational decisions for a foster youth or the foster youth disagrees with the liaison's enrollment recommendation, he/she may appeal to the Assistant Superintendent of Student Programs and Services. The Assistant Superintendent of Student Programs and Services shall make a determination within 30 calendar days of receipt of the appeal. Within 30 calendar days of receipt of the Assistant Superintendent's decision, the parent/guardian or foster youth may appeal that decision to the County Superintendent. The County Superintendent shall consider the issue upon receipt of the appeal. The County Superintendent's decision shall be final. If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute.

Transportation

Butte County Office of Education shall not be responsible for providing transportation to and from the school of origin.

Effect of Absences on Grades

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as the date he/she left school
2. A verified court appearance or related court-ordered activity

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Transfer of Coursework and Credits

When a foster youth transfers into a different school, the receiving school shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a non-public, non-sectarian school or agency and shall not require the foster youth to retake the course.

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall be required to take the portion of the course that he/she did not complete at his/her previous school. However, the receiving school may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the receiving school finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

Partial credits shall be awarded on the basis of 0.5 credits for every seven class periods attended per subject. If the school is on a block schedule, each block schedule class period attended shall be equal to two regular class periods per subject. Partial credits and grades earned by a student shall be included on the student's official transcript within two business days of the district's notification of the student's transfer, as required under Education Code 49069.5.

In no event shall the receiving school prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma, a foster youth shall complete all courses required by Education Code 51225.3 and fulfill any additional graduation requirements prescribed by the Butte County Board of Education.

However, when a foster youth who has completed his/her second year of high school transfers in the district from another school district or transfers between high schools within the district, he/she shall be exempted from all district-adopted coursework and other district-established graduation requirement, unless the district makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the County Superintendent or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it. If the County Superintendent or designee fails to provide this notification, the student shall be eligible for the exemption once notified, even if the notification occurs after the student is no longer a foster youth.

To determine whether a foster youth is in his/her third or fourth year of high school, Butte County Office of Education shall use either the number of credits the foster youth has earned as the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The County Superintendent or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will

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SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

Butte County Office of Education shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth.

If a foster youth is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he/she is still enrolled in school or if he/she transfers to another school or school district.

Upon making a finding that a foster youth is reasonably able to complete graduation requirements within his/her fifth year of high school, the County Superintendent or designee shall:

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the graduation requirements and how that will affect his/her ability to gain admission to a postsecondary educational institution.
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the graduation requirements.

Eligibility for Extracurricular Activities

A foster youth who changes residences pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Notification and Complaints

Information regarding educational rights of foster youth shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622.

Any complaint that the district has not complied with requirements regarding the education of foster youth may be filed in accordance with the district's Uniform Complaint Procedures. If the district finds merit in a complaint, the district shall provide a remedy to the affected student. A complainant not satisfied with the district's decision may appeal the decision to the California Department of Education and shall receive a written decision regarding the appeal within 60 days of the California Department of Education's receipt of the appeal. If the California Department of Education finds merit in an appeal, the district shall provide a remedy to the affected student.

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6174

EDUCATION FOR ENGLISH LEARNERS

The County Superintendent intends to provide English learners with challenging curriculum and instruction that develop proficiency in English while facilitating student achievement in the regular course of study.

Butte County Office of Education shall identify in its local control and accountability plan [LCAP] goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

The County Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework. Butte County Office of Education's program shall be based on sound instructional theory, use standards-aligned instructional materials, and assist students in accessing the full educational program.

The County Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

Butte County Office of Education shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom.

To support students' English language development, the County Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

The County Superintendent or designee shall maintain procedures for the accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying Superintendent's Administrative Regulation.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 853.5 and 853.7. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Language Acquisition Programs

In establishing Butte County Office of Education's language acquisition programs, the County Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process.

He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program.

Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. The language acquisition programs provided to students shall be informed by research and shall lead to grade-level proficiency and academic achievement in both English and another language.

Butte County Office of Education shall offer English learners a structured English immersion program to ensure that English learners have access to the core academic content standards, including the English language development standards, and become proficient in English. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English.

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following:

1. Butte County Office of Education may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.
2. Butte County Office of Education may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school.

Butte County Office of Education's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02.

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled, including, but not limited to, a description of each program.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

When an English learner is determined pursuant to state and Butte County Office of Education's reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

To evaluate the effectiveness of Butte County Office of Education's educational program for English learners, the County Superintendent or designee shall report to the Butte County Board of Education, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. Progress toward any other goals for English learners identified in the district's LCAP
6. A comparison of current data with data from at least the previous year

The County Superintendent or designee also shall provide the Butte County Board of Education with regular reports from any English learner advisory committees.

Legal Reference

Education Code

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications

48985 Notices to parents in language other than English

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

52130-52135 Impacted Languages Act of 1984

52160-52178 Bilingual Bicultural Act

56305 CDE manual on English learners with disabilities

60603 Definition, recently arrived English learner

60605.87 Supplemental instructional materials, English language development

60640 California Assessment of Student Performance and Progress

60810-60812 Assessment of language development

62005.5 Continuation of advisory committee after program sunsets

Code of Regulations, Title 5

853.5-853.7 Test administration; universal tools, designated supports, and accommodations

11300-11316 English learner education

11510-11517 California English Language Development Test

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

United States Code, Title 20

1412 Individuals with Disabilities Education Act; state eligibility

1701-1705 Equal Educational Opportunities Act

6311 Title I state plan

6312 Title I local education agency plans

6801-7014 Title III, language instruction for English learners and immigrant students

7801 Definitions

Code of Federal Regulations, Title 34

100.3 Discrimination prohibited

200.16 Assessment of English learners

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6174

REGULATIONS REGARDING EDUCATION FOR ENGLISH LEARNERS

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant.

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication.

Identification and Assessments

Upon enrollment, each student's primary language shall be determined through the use of a home language survey.

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English proficiency using the state's designated English language proficiency test for initial identification.

Each year after a student is identified as an English learner and until he/she is re-designated as English proficient, the summative assessment of the state's designated English language proficiency test shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education.

The state assessment shall be administered in accordance with test publisher instructions and 5 CCR 11511-11516.6. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11516-11516.6.

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

The County Superintendent or designee shall notify parents/guardians of their child's results on the state's English language proficiency assessment within 30 calendar days following receipt of the results from the test contractor.

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following:

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement
3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP
4. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request
5. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available
6. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Reclassification/Redesignation

Butte County Office of Education shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they:

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers
2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to:

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the state's English language proficiency assessment
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian opinion and consultation
The County Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.
4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The County Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement.

The County Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support to ensure his/her language and academic success.

Advisory Committee

A parent/guardian advisory committee shall be established when there are more than 50 English learners at Butte County Office of Education schools and at school level when there are more than 20 English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school.

Butte County Office of Education's English language advisory committee shall advise the Butte County Board of Education on at least the following tasks:

1. The development of a district master plan of education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members.

LCAP Advisory Committee

When there are at least 15 percent English learners at, with at least 50 students who are English learners, at Butte County Office of Education schools an English learner parent advisory committee shall be established to review and comment on the Butte County Office of Education's schools local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners.

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6178

CAREER TECHNICAL EDUCATION

The County Superintendent desires to provide a comprehensive career technical education (CTE) program in grades 7-12 which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The CTE program shall be designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program shall include a rigorous academic component and provide students with a strong experience and understanding of all aspects of an industry.

The County Superintendent shall review and approve all plans and applications for the use of state and/or federal funds supporting CTE.

The County Superintendent shall adopt standards for CTE which meet or exceed the state's model content standards and describe the essential knowledge and skills that students enrolled in these courses are expected to master. The course curriculum shall be aligned with adopted standards and the state's curriculum framework.

The County Superintendent or designee shall develop partnerships with local businesses and industries to ensure that classroom instruction has real-world relevance and reflects labor market needs and priorities. He/she also shall work to develop connections with employers to provide students with work-based learning opportunities.

The County Superintendent or designee shall collaborate with postsecondary institutions to ensure that the program is articulated with postsecondary programs in order to provide a sequential course of study.

The County Superintendent or designee shall ensure that teachers of CTE courses possess the qualifications and credentials necessary to teach their assigned courses. He/she also shall provide teachers and administrators with professional development designed to enhance their knowledge of standards-aligned CTE and ways to integrate technical and occupational instruction with academic instruction.

Butte County Office of Education shall provide services to support students in the CTE program, including comprehensive career guidance and academic counseling. The County Superintendent or designee shall provide counselors with professional development that includes, but is not limited to, information about current workforce needs and trends, requirements of the CTE program, work experience opportunities, and postsecondary education and employment options following high school.

Non-discrimination

The Butte County Office of Education's program shall provide equal access to and shall not unlawfully discriminate against students who are members of special populations. Special populations include, but are not limited to, students with disabilities; students from economically disadvantaged families, including foster youth; students preparing for nontraditional fields; single parents and single pregnant females; displaced homemakers; and students with limited English proficiency.

Prior to the beginning of each school year, the County Superintendent or designee shall advise students, parents/guardians, employees, and the general public that all CTE opportunities are offered without regard to race, color, national origin, sex, or disability.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

The above notification shall be disseminated in languages other than English as needed and shall state that the Butte County Office of Education will take steps to ensure that the lack of English language skills will not be a barrier to admission and participation in the CTE program.

Program Evaluation

The County Superintendent or designee shall monitor and evaluate the achievement of students participating in the CTE program. The County Superintendent or designee shall annually report to the Butte County Board of Education on program enrollment and completion rates, including enrollment and completion of programs in nontraditional fields; student academic assessment results; attainment of career and technical skill proficiencies; attainment of a high school diploma or equivalent; graduation rates; and subsequent placement in postsecondary education or advanced training, military service, or employment.

At least every three years, the County Superintendent shall compare the curriculum, course content, and course sequence of CTE with the model state curriculum standards.

The County Superintendent or designee shall systematically review the CTE classes to determine the degree to which each class may offer an alternative means for completing and receiving credit for specific portions of the course of study prescribed for high school graduation. The County Superintendent shall ensure that these classes are equivalent in content and rigor to the courses prescribed for graduation.

Legal Reference

Education Code

8006-8156 Career technical education

17078.70-17078.72 Career technical education facilities

33430-33432 Health science and medical technology grants

41505-41508 Pupil Retention Block Grant

41540-41544 Targeted instructional improvement block grant

44260-44260.1 Designated subjects career technical education credential

44260.9 Designated subjects career technical education credential

48430 Legislative intent; continuation education schools and classes

48980 Parental notifications

51220-51229 Courses of study, grades 7-12

51760-51769.5 Work experience education

52300-52499.66 Career technical education

52519-52520 Adult education, occupational training

53080-53084 School-to-career initiatives

53086 California Career Resource Network

54690-54697 California Partnership Academies

56363 Related services for students with disabilities; specially designed career technical education

66205.5-66205.9 Approval of career technical education courses for admission to California colleges

88500-88551 Community college economic and workforce development program

Government Code

54950-54963 Brown Act

Labor Code

3070-3099.5 Apprenticeships

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Code of Regulations, Title 5

1635 Credit for work experience education

3051.14 Specially designed career technical education for students with disabilities

10070-10075 Work experience education

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

11500-11508 Regional occupational centers and programs

11535-11538 Career technical education contracts with private postsecondary schools

11610-11611 Regional adult and vocational education councils

Code of Regulations, Title 8

200-240 Apprenticeships

United States Code, Title 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

6301-6578 Improving the Academic Achievement of the Disadvantaged

Code of Federal Regulations, Title 34

80.32 Equipment acquired with federal funds

100.B Appendix B Guidelines for eliminating discrimination in career technical education programs

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

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BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6178.1

WORK-BASED LEARNING

The County Superintendent desires to facilitate work-based learning opportunities which link classroom learning with real-world experiences. Butte County Office of Education's work-based learning program shall be designed to teach students the skills, attitudes, and knowledge necessary for successful employment and to reinforce mastery of both academic and career technical education (CTE) standards.

Butte County Office of Education's work-based learning program may offer opportunities for paid and/or unpaid work experiences, including, but not limited to:

1. Work experience education as defined in Education Code 51764
2. Cooperative CTE or community classrooms as defined in Education Code 52372.1
3. Job shadowing experience as defined in Education Code 51769
4. Student internships
5. Apprenticeships
6. Service learning
7. Employment in social/civic or school-based enterprises
8. Technology-based or other simulated work experiences

The County Superintendent or designee may provide students employment opportunities with public and private employers in areas within or outside the county, including in any contiguous state.

The County Superintendent may elect to pay wages to students participating in a work-based learning program, but shall not make payments to or for private employers except for students with disabilities who are participating in work experience education programs funded by the state for such students.

Any Butte County Office of Education plan for work-based learning shall be submitted to the County Superintendent for approval. When required, the plan shall be submitted to the California Department of Education or other state agency or official.

The County Superintendent or designee shall involve local businesses or business organizations in planning and implementing work-based learning opportunities that support Butte County Office of Education's vision and goals for student learning and local workforce development efforts. He/she also may work with postsecondary institutions, community organizations, and others to identify opportunities for work-based learning.

When required by law, the County Superintendent or designee shall develop a written training agreement with the employer that describes the conditions and requirements to be met by all parties and shall develop an individual training plan for each student which outlines the objectives or competencies that the student is expected to accomplish at the work site.

To ensure appropriate guidance and supervision of participating students and maximize the educational benefit from placement in any work-based learning program, staff shall coordinate with the workplace supervisors or mentors.

A minor student shall be allowed employment through a paid work-based learning program only if he/she has been issued a work permit, in accordance with law, Superintendent's Policy and Administrative Regulations.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

All laws or rules applicable to minors in employment relationships shall be applicable to students enrolled in work-based learning programs.

The County Superintendent or designee shall ensure that any student participating in a work-based learning program off school grounds is covered under the employer's or district's insurance, as applicable, in the event the student is injured.

The County Superintendent or designee shall ensure that any teacher-coordinator of a work-based learning program possesses the appropriate credential issued by the Commission on Teacher Credentialing.

The County Superintendent or designee shall maintain records related to each student's participation in the work-based learning program, including, but not limited to, the student's individualized training plan, employment hours and job site, work permit if applicable, the employer's report of student's attendance and job performance, the teacher-coordinator's consultations and observations, and reports of the student's grade and credits earned.

The County Superintendent or designee shall periodically report to the Butte County Board of Education regarding program implementation and effectiveness, including, but not limited to, rates of student participation in work-based learning programs and assessment results of participating students.

Legal Reference:

Education Code

35208 Liability insurance

46144 Minimum school day for work experience program

46147 Exception for minimum day; students in last semester or quarter of grade 12

46300 Method of computing ADA

48402 Enrollment in continuation education, minors not regularly employed

49110-49119 Permits to work

49160 Permits to work, duties of employer

51760-51769.5 Work-based learning

52300-52499.66 Career technical education

54690-54697 Partnership academies

56026 Students with exceptional needs

52372.1 Community classrooms and cooperative career technical education programs

Labor Code

1285-1312 Employment of minors

1391-1394 Working hours for minors

3070-3099.5 Apprenticeship

3200-6002 Workers' compensation and insurance

Code of Regulations, Title 5

1635 Credit for work experience education

10070-10075 Work experience education

10080-10090 Community classrooms

10100-10111 Cooperative career technical education programs

United States Code, Title 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

Code of Federal Regulations, Title 29

570.35a Work experience programs

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BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6178.1

REGULATIONS REGARDING WORK-BASED LEARNING

Work Experience Education

Butte County Office of Education's work experience education (WEE) program shall consist of one or more of the following types of unpaid and paid on-the-job experiences:

1. Exploratory WEE which provides students with a combination of related classroom instruction in WEE and unpaid opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining their interest and suitability for the occupation they are exploring
The length of exploratory WEE assignments may vary depending on the aptitude of the student, the occupation being explored, the facilities of the work station, and the job classification. A student may not participate in an exploratory WEE assignment if he/she receives pay for like work at the same work station or similar job outside of the WEE program.
2. General WEE which has as its purpose the application of basic skills of reading, writing, and computation and which provides students an opportunity to acquire general and specific occupational skills through a combination of supervised paid employment in any occupational field and related classroom instruction in WEE
3. Career technical WEE which reinforces and extends career learning opportunities for students through a combination of related classroom instruction in WEE and supervised paid or unpaid employment in the occupation for which their career technical course in school prepares them

The student-teacher ratio in any WEE program shall not exceed 125 students per full-time equivalent certificated teacher coordinator.

The minimum day for students enrolled in a WEE program shall be four periods totaling at least 180 minutes in duration, unless the school or student meets one of the conditions specified in Education Code 46144 or 46147.

A WEE program offered during the summer shall be conducted in the same time period as the regular summer school program and shall conform to all appropriate laws and regulations applicable to WEE.

Each WEE program shall operate under the supervision of a teacher-coordinator. The teacher-coordinator shall make at least two on-site contacts per semester with each work supervisor or at least one on-site contact during summer school to evaluate student performance.

Any student who is age 16 years or older and who satisfactorily completes a WEE program with a minimum of one instructional period per week of related classroom instruction or counseling by a certificated employee, in sessions scheduled intermittently throughout the semester, shall be granted up to 40 semester periods of credit for WEE within the following limits:

1. For exploratory WEE, the student may earn 10 semester periods for each semester, with a maximum of 20 semester periods earned in two semesters.
2. For either general or career technical WEE, the student may earn 10 semester periods for each semester, with a maximum of 40 semester periods.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Any student who satisfies the above requirements but is under age 16 may be granted credit under any of the following conditions:

1. The student is enrolled in grade 11 or higher.
2. The principal certifies that the student is in need of immediate work experience education in order to pursue employment opportunities.
3. The principal certifies that, without being provided an opportunity to enroll in the WEE program, there is a high probability that the student will no longer be enrolled as a full-time student.
4. The student is age 14 years or older and the principal certifies that such credit is necessary for the student's participation in a career technical education (CTE) program.
5. The student has an individualized education program (IEP) which prescribes the type of training for which participation in a WEE program is deemed appropriate.

Cooperative Career Technical Education Program/Community Classrooms

To be eligible for program participation, a student shall be concurrently enrolled in a CTE course or program approved by the California Department of Education and shall meet other criteria specified in 5 CCR 10103 as applicable.

At least one instructional period per week of formal CTE classroom instruction shall be provided to participating students. Each CTE instructional period shall be equivalent to a minimum of three regular classroom instructional periods of at least 50 minutes each week.

Teachers assigned to the program shall locate and select training stations to provide participating students with unpaid on-the-job learning experiences in the specific occupation related to the approved course or program.

The cooperative CTE program teacher shall make at least one visitation every four weeks to each employer to ensure that the provisions of the training agreement are being met and that students are acquiring the competencies identified in their individual training plans. One out of every two visits to the training station shall include an observation of the student engaged in on-the-job training experiences.

Students shall be granted academic credit for satisfactory completion of the program. The teacher shall be responsible for evaluating the student's performance in the CTE course and, with the assistance of the employer, the student's participation at the training station.

Job Shadowing

The program coordinator shall identify job shadowing placements with the goal of providing students with exposure to a broad range of career options and employment settings.

The program coordinator shall supervise job shadowing activities, including the coordination of the student's and employer's schedules and consultation with the student's other teachers when necessary.

Participating students may attend job shadowing opportunities for up to 25 hours but no less than three hours in one semester, intersession, or summer school session. However, a student may be permitted to participate for up to 40 hours in one semester, intersession, or summer school session, if the principal certifies that it is necessary for the student's participation in a CTE program.

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BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6178.2

REGIONAL OCCUPATIONAL CENTER/PROGRAM

The County Superintendent recognizes the value of career and technical education for high school students and adults. As such, the Butte County Office of Education operates the Butte County Regional Occupational Program (ROP) for the secondary school students of Butte County as well as some adults.

The Butte County Office of Education ROP programs shall provide a curriculum, which includes skill training in occupational fields having current and future needs for such training. The program will provide an opportunity for students to acquire technical and occupational skills which may lead to a combination work / study schedule, upgrading vocational skills and retraining where necessary. In addition, the program will prepare students for enrollment in more advanced training to enter into postsecondary and tech-prep programs.

Butte County Office of Education ROP programs will ask Butte County school districts to refer eligible students to the Butte County Office of Education ROP programs under the governance of the County Superintendent and Butte County Board of Education. The Butte County Office of Education ROP program will ensure that district students receive a high-quality career technical program. The district Superintendent or designee shall work with the Butte County ROP programs to identify appropriate means for the district to provide input into the ROP program development, budget adoption, program evaluation, and other matters. The Butte County ROP program may enter into contracts with districts for the provision of teachers, student support services, facilities, or other services to students enrolled in the program.

To enroll in the Butte County Office of Education ROP program on a part-time basis, a district high school or adult student must have his/her admittance approved by the Butte County Office of Education ROP program based on a determination that he/she will benefit from the program. To be eligible, a student must be at least 16 years of age, unless he/she meets one of the conditions specified in Education Code.

A student who is attending may be exempted from full-time compulsory continuation education program and/or physical education in accordance with law, policy, or regulation.

Credits earned from courses completed in the Butte County Office of Education ROP Program may be applied toward fulfillment of high school graduation course requirements.

Academic counseling programs shall be designed to increase students' awareness of available education options aligned with their career goals, including, as appropriate, career technical programs offered through the Butte County Office of Education ROP program.

The Butte County Office of Education ROP program will annually review and assess the participation of county students in grades 11-12, shall review student achievement data, and shall adopt an annual plan to increase participation of students in the program, unless it is determined that there are no additional students who would benefit from this participation.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT’S POLICY AND ADMINISTRATIVE REGULATIONS

Legal Reference

Education Code

1205 Classification of counties

37223 Weekend classes

39807.5 Transportation to ROC/P, parent/guardian payment

41850 Transportation to ROC/P, apportionments

44910 Permanent employment status; preclusion of ROC/P service

46140 Attendance credit

46300 Computation of average daily attendance

48410 Exemption from compulsory continuation education

48430-48433 Continuation education, ROC/P classes

51225.3 Requirements for graduation

52300-52335.6 Regional occupational centers/programs

52378 Supplemental school counseling program, grades 7-12

60850-60859 High school exit examination

60900 California longitudinal student achievement data system

Government Code

6500-6536 Joint powers agreements

Labor Code

3368 Workers’ compensation, responsibility in jointly operated ROC/P

Unemployment Insurance Code

15037.1 Education and job training, performance accountability

Code of Regulations, Title 5

10080-10092 Community classrooms

10100-10111 Cooperative vocational education

11500 – 11508 Regional occupational centers and programs

United States Code, Title 20

2301-2414 Carl D. Perkins Career and Technical Education Act of 2006

6319 Highly qualified teachers

Approved: July, 2008

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6178.3

CHILD DEVELOPMENT PROGRAM

The County Superintendent recognizes the importance of the early years of development on future school readiness and success and shall provide the resources necessary to assure there are systems in place to provide for responsive, continuous improvement.

The County Superintendent supports the core framework of child development theory that states that parents are a child's first teacher, children grow and develop in predictable milestones at various ages and stages, and that all children need to cultivate all domains of development (physical, cognitive, and psycho-social) in order to achieve their best potential. Programs serving young children and their families shall be in compliance with state and federal laws regulating health and safety, best practices for providing child development services, and funding terms and conditions.

Instruction is based on sound principles of appropriate educational practices for young children and curriculum models will be chosen that are grounded in research success. All children will be screened, assessed, and evaluated to assure early intervention services are accessed when needed.

All children will have an appropriate educational portfolio identifying current levels of development to help with transitions to other educational programs. Parents will be partners in the screening, assessment, and evaluation process of their children.

Approved: July, 2004

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6179

SUPPLEMENTAL INSTRUCTION

The County Superintendent recognizes that high-quality supplemental instruction can motivate and support students to attain grade-level academic standards, overcome academic deficiencies, and/or acquire critical skills. Butte County Office of Education shall offer programs of direct, systematic, and intensive supplemental instruction to meet student needs. Supplemental instruction shall be offered in accordance with law and may be used to assist Butte County Office of Education in meeting its goals for student achievement.

Supplemental instruction may be offered during and outside the regular school day, including during the summer, before school, after school, on Saturday, and/or during intersessions. When supplemental instruction is offered during the regular school day, it shall not supplant the student's instruction in the core curriculum areas or physical education.

As appropriate, supplemental instruction may be provided through a classroom setting, individual or small group instruction, technology-based instruction, and/or an arrangement with a community or other external service provider.

When determined to be necessary by the Principal or designee, a student may be required to participate in supplemental instruction outside the regular school day. In such cases, written parent/guardian consent shall be obtained for the student's participation.

Supplemental instruction shall be offered to students in grades 2-9 who have been retained or recommended for retention at their current grade level.

Butte County Office of Education shall offer alternative supports designed to increase the academic achievement of socioeconomically disadvantaged students attending schools identified by the California Department of Education for program improvement for two or more consecutive years.

In addition, supplemental instruction may be offered to:

1. Students who are identified as being at risk for retention based on state assessment results, grades, or other indicators
2. Students who demonstrate academic deficiencies that may jeopardize their attainment of academic standards
3. High school students who need support to successfully complete courses required for graduation

Legal Reference

Education Code

37200-37202 School calendar

37223 Weekend classes

37252-37254.1 Supplemental instruction, summer school

42238.01-42238.07 Local control funding formula

46100 Length of school day

48070-48070.5 Promotion and retention

48200 Compulsory education

48985 Translation of notices

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

51210-51212 Courses of study, elementary schools

51220-51228 Courses of study, secondary schools

52060-52077 Local control and accountability plan

60603 Definitions, core curriculum areas

60640-60649 California Assessment of Student Performance and Progress

60850-60859 High school exit examination, especially:

60851.5 Suspension of high school exit examination

Code of Regulations, Title 5

11470-11472 Summer school

Approved: June, 2017

Revised:

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

AR 6183

REGULATIONS REGARDING HOME AND HOSPITAL INSTRUCTION

A student with a temporary disability which makes school attendance impossible or inadvisable shall receive individual instruction in the student's home or in a hospital or other residential health facility, excluding state hospitals. This instruction applies to students incurring a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to the Education Code.

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment.

Butte County Office of Education may offer at least one hour of instruction for every day of instruction offered by Butte County Office of Education in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered in any fiscal year.

Insofar as possible, the student's regular teacher(s) are offered the home teaching opportunity first. The teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay abreast with the regular school program.

The County Superintendent or designee may require verification through any reasonable means that the student requires home instruction. In addition, this verification shall also state that the disabling condition will not expose the teacher to a contagious disease that can be transmitted through casual contact. Home or hospital instruction shall not be denied to students with Hepatitis B, herpes or HIV/AIDS, as long as the home or hospital practices current preventive protocol as determined by the U.S. Centers for Disease Control.

Non-district Students

A student of another district who is temporarily disabled and confined to a hospital or health facility within the county shall be eligible to receive individual instruction in the county.

In such circumstances, it is the responsibility of the parent/guardian to notify Butte County Office of Education of the student's presence in a qualifying hospital.

Upon receiving such notification, the County Superintendent or designee shall:

1. Within five working days of the notification, determine whether the student is able to receive individualized instruction and, if so, when it shall begin. Instruction shall begin no later than five working days after the County Superintendent or designee has determined that the student is able to receive individualized instruction.
2. Within five working days of the beginning of the individualized instruction, the County Superintendent or designee shall provide written notification to the district in which the student was previously enrolled stating that the student shall not be counted by that district for purposes of computing average daily attendance, effective the date on which individualized instruction began.

BUTTE COUNTY OFFICE OF EDUCATION

SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

Alternatively, the County Superintendent or designee may enter into an agreement with the district in which the student was previously enrolled to have that district provide the individualized instruction.

Parental Notifications

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians that:

1. Individual instruction is available for temporarily disabled students.
2. If a student becomes temporarily disabled, it is the parent/guardian's responsibility to notify Butte County Office of Education of the student's presence in a qualifying hospital.

Legal Reference

Education Code

44865 Qualifications for home teachers

45031 Home teachers

48200 Minimum school day

48206.3 Pupils with temporary disabilities; individual instruction; definitions; computing average daily attendance

48206.5 Continuation of individual instruction programs for students with temp. disabilities

48207 Pupils with temporary disabilities in hospitals out- side of school district; compliance with residency requirements

48208 Presence of pupils with temporary disabilities in qualifying hospitals; notice by parents or guardians; commencement of individualized instruction

48980 Required notification of rights and availability of nutrition and individualized instruction programs

51800-51802 Employment of home teachers

Code of Regulations, Title 5 § 421 Method of verification

423 Prolonged illness

Approved: June, 2011

Revised: June, 2017

BUTTE COUNTY OFFICE OF EDUCATION SUPERINTENDENT'S POLICY AND ADMINISTRATIVE REGULATIONS

SP 6201

CHARTER SCHOOLS

The Legislature enacted the Charter Schools Act to provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from existing school district structure. The County Superintendent supports the legislative intent behind the Charter Schools Act. In order to further the intent of the Charter Schools Act, the Butte County Office of Education may grant, deny or renew a charter as provided for in the Education Code and other applicable laws.

Legal Reference
Education Code
47600 et seq.

Approved: June, 2011
Revised: June, 2017