



**PARENT/GUARDIAN AND STUDENT HANDBOOK  
(2022-23)**

Coburg Community Charter School  
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Office Hours:  
Monday – Thursday 8:00 a.m. – 3:30 p.m.  
Friday 8:00 a.m. – 12:15 p.m.

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*Federal and state laws give certain rights to parents and to students who are 18 years of age or older ("eligible students") relating to topics including education records, directory information, privacy, surveys, statewide assessments, and human sexuality education. The purpose of this handbook is to provide you with information about these rights, as well as the tools to navigate and participate skillfully in our community.*

## I. SCHOOL-FAMILY PARTNERSHIP - THANKS FOR CHOOSING CCCS!

In choosing Coburg Community Charter School, our school and your family have formed a partnership with the purpose of providing the opportunities and environment for the successful development of your child(ren). As educators, our staff acknowledges that parents/guardians are the first and foremost educators of their children. Parents/Guardians, together with teachers, are responsible for ensuring that effective learning takes place. Each of us has responsibilities within this partnership.

Our staff takes great pride in our responsibilities to our students and families, and we realize that our school plays a major role in your child's development. We rely on your support and assistance so that together we can effectively help your child grow and learn to the best of his/her abilities. Our school is responsible for:

- Adhering to our school's philosophy and programs, while helping you to fully understand them in their entirety.
- Providing open dialogue for clarification of philosophy and program issues throughout the school year between administrators, teachers and parents/guardians.
- Providing your child with a diverse set of activities and experiences designed to foster physical, intellectual, creative, and social growth.
- Providing a classroom atmosphere that encourages positive social interaction fostering cooperative learning and emotional development.

The family is responsible for:

- Providing a home environment that supports the development of positive self-esteem, learning attitudes and habits, and social and intellectual competence.
- Supporting the smooth operation of the school by fulfillment of parental/guardian responsibilities such as timely arrival and departure, adherence to school policies and procedures, staying informed by reading the CCCS Parent/Guardian-Student Handbook, newsletters and notices, and clarifying any uncertainty with the appropriate staff members.
- Supporting the school's philosophy and policies through positive interaction including courteous, direct communication in emails, phone-calls, and private meetings with the administrative team and/or teaching staff when and if concerns arise. **The school strongly discourages the use of social media as an avenue for discussing or resolving complaints.**
- Supporting, valuing, and protecting each student's personal development during and after volunteering and/or participation in school activities.

## II. SUPPLY/ACTIVITIES FEES and VOLUNTEER HOURS

A substantial financial gap exists between the State estimated cost for educating a student and what charter schools receive from State funding; we receive the state required minimum of 80% of what a district would receive per student. For example, the difference for the 2020-21 school year was more than \$1,664 per student. With this in mind, we ask families to support the school to the best of their ability through various avenues of giving and volunteering throughout the year.

Our goal is to sustain the services, programs, and supplies necessary to operate our school effectively and to provide the best possible resources for our students. Parent, guardian, and community support continues to be an essential component to our sustainability and to ensuring that our students have the proper tools for learning. Each year, student fees are used for budgeted items that the law allows. ORS 339.147; ORS 339.155(4) (5). These fees include, but are not limited to: field trip expenses, consumable supplies for students and their classrooms (e.g., notebooks, paper, pencils, markers, and transparent tape), Smart Board markers, butcher and poster paper, library books, supplies for art, music, P.E., electives, science, and math classes and classroom projects. We depend on student fees not only for supplies that benefit each student on a daily basis, but also directly contribute to enhancements that enrich our program.

For the 2022-23 school year, supply fees are \$100 for K-5 and \$175 for 6th-8th students. Your contribution helps to pay for field trips, art supplies, markers, pencils, etc. The supply fee is optional and we encourage families to pay whatever is comfortable within their means.

We are also asking families to consider donating an additional \$200 to CCCS to help “close the gap.” If you would like to set up a payment plan please contact the CCCS Business Manager, Melodi Jayne, at [melodi.jayne@coburgcharter.org](mailto:melodi.jayne@coburgcharter.org).

Charter schools can most successfully operate with a solid base of volunteers. CCCS is committed to supporting families in finding creative ways to give back to our community through volunteerism. A Volunteer Needs list is updated periodically on our web site and may be included in our monthly newsletter and on the PCS bulletin board. We ask families to help bridge the funding gap as much as possible.

CCCS counts on 20 volunteer hours per family, per year. This commitment is necessarily flexible and over time families have been very creative in how they accomplish this commitment

*If you have questions or ideas about how to volunteer, please check out the volunteer board across from the school office or contact Katie Brushett at [volunteer@coburgcharter.org](mailto:volunteer@coburgcharter.org).*

### III. STAFF DIRECTORY

<b>Admin</b>	Executive Director	<b>Dave Wallace</b>	director@coburgcharter.org
	Dean of Student Services	<b>Elizabeth Bruno</b>	l.bruno@coburgcharter.org
	School Counselor	<b>April Ford</b>	a.ford@coburgcharter.org
	Business Manager	<b>Melodi Jayne</b>	melodi.jayne@coburgcharter.org
	Secretary	<b>Danielle Hauser</b>	office@coburgcharter.org
	Secretary	<b>Erica Piquette</b>	office@coburgcharter.org
<b>Teachers</b>	Kindergarten	<b>Julie Andros</b>	j.andros@coburgcharter.org
	First Grade	<b>Elise Boyum Alyson Young</b>	e.boyum@coburgcharter.org a.young@coburgcharter.org
	Second Grade	<b>Elyse Smith</b>	e.smith@coburgcharter.org
	Third Grade	<b>Lissa Rutter</b>	l.rutter@coburgcharter.org
	Fourth Grade	<b>Melissa Sepulveda</b>	m.sepulveda@coburgcharter.org
	Fifth Grade	<b>Liz Schneider</b>	e.schneider@coburgcharter.org
	Sixth Grade	<b>Lee Ann Erickson</b>	l.erickson@coburgcharter.org
	Seventh Grade	<b>Michelle Epperson</b>	m.epperson@coburgcharter.org
	Eighth Grade	<b>Beth Monterrosa</b>	b.monterrosa@coburgcharter.org
	Instructional Specialist	<b>Kasey Rubash</b>	k.rubash@coburgcharter.org
	PE Specialist	<b>Jen Mosier</b>	j.mosier@coburgcharter.org
	Math Specialist	<b>Jennifer Dillon</b>	j.dillon@coburgcharter.org
	Reading Specialist	<b>Natalie Wilt</b>	n.wilt@coburgcharter.org
<b>Support Staff</b>	Community & Volunteer Coordinator	<b>Katie Brushett</b>	community@coburgcharter.org
	Tech Specialist & Tech Elective Teacher	<b>Alan Linhares</b>	a.linhares@coburgcharter.org
	Educational Assistant	<b>Jon Russell</b>	j.russell@coburgcharter.org
	Educational Assistant	<b>Jamie Parks</b>	j.parks@coburgcharter.org

	Educational Assistant	<b>Moy Jayne</b>	m.jayne@coburgcharter.org
	Behavior Specialist/ Educational Assistant	<b>Eric Lovendahl</b>	e.lovendahl@coburgcharter.org
	Chef/Kitchen Manager	<b>John Sepulveda</b>	j.sepulveda@coburgcharter.org
	Head Custodian	<b>Fernando Sosa</b>	f.sosa@coburgcharter.org
4J Educational Support Staff	Special Education Teacher	<b>Kristine Foster</b>	k.foster@coburgcharter.org
	Special Education EA	<b>Samantha Russell</b>	s.russell@coburgcharter.org

**Contact person for the following areas of concern:**

**Sexual Conduct Reports** - Dave Wallace (Executive Director)

**Abuse Reports** - For student related concerns, contact April Ford (Counselor) or Liz Bruno (Dean of Student Services), and for student or staff related concerns, contact Dave Wallace (Executive Director).

**American w/ Disabilities officer** - Dave Wallace (Executive Director)

**504 officer** - April Ford (Counselor) or Liz Bruno (Dean of Student Services)

**Title IX coordinator** - Dave Wallace (Executive Director), 91274 N Coburg Rd., Coburg, OR (541) 344-4113

**Title VI, Title VII, Title IX and other civil rights or discrimination issues** - Dave Wallace (Executive Director)

**Safety Officer** - Dave Wallace (Executive Director) or Liz Bruno (Dean of Student Services)

## **IV. ABOUT THE SCHOOL**

Coburg Community Charter School (CCCS) is a unique blend of community-based public education and innovation that comes with charter education. We are funded by the Oregon State School Fund, so attending CCCS is tuition-free. The school is a nonprofit corporation, sponsored by District 4J and guided by its own board of directors who are responsible for upholding the mission and vision of the school as well as providing stewardship to the school in the areas of finance, management, and legal and contractual requirements. The CCCS Board of Directors meets monthly at 6:00 p.m., usually on the second Monday of each month. Exact meeting times and dates are posted on the school's website, posted at the Coburg City Hall, and also announced in the monthly school newsletter or weekly email blasts (eBlasts). All board meetings are open to the public. Time for public comment is provided at the beginning of every meeting.

The overarching theme for the Coburg Community Charter School is, "Creating strong character and academic excellence through community immersion." Our philosophy is based on the following beliefs and values:

- \* A small school is the ideal setting for creating a strong sense of belonging and community (roots) and for nurturing curiosity and compassion.
- \* Strong school-community connections support strong academics, strong families, and vibrant community life.
- \* Academic excellence is created through fostering chances to learn basic skills, engage in critical thinking, and practice leadership. All students should have access to success and be provided multiple routes to develop these abilities in their own ways.
- \* A strong education includes an appreciation and understanding of history, including local heritage.
- \* A strong education includes understanding larger global issues and technology as a learning tool.

### **School Mission**

*"Coburg Community Charter School...A Community Immersion Program"* Our mission at Coburg Community Charter School is to create a partnership between parents, teachers, and our community members that will provide academic excellence in an environment that encourages strong character and respectful behavior.

### **School Vision**

Our "roots and wings" philosophy fosters students' identity and belonging while preparing them to become productive members of society. Our commitment is to provide a unique program that lays a solid foundation upon which our children's intelligence, creativity, social and environmental awareness can flourish. These solid roots will enable our students to soar into a bright future.

### **Academic Excellence & Curriculum**

Coburg Community Charter School will implement a comprehensive education program for grades K-8. Children's mental and physical health will be nurtured through regular physical education classes. Our development of school values, use of dress code, and our character building exercises will foster a strong sense of belonging for staff and students.

High-quality, in-depth curricula are in place for all subjects including language arts, math, science, social studies/history, and character. The following curriculum are integrated into our instructional programs:

	<b>Math</b>	<b>ELA</b>	<b>Character/Social and Emotional Learning (SEL)/Health</b>	<b>Science/Social Studies</b>
K-2	Bridges	Savvas MyView	Second Step The Great Body Shop	McGraw Hill - Inspire Core Knowledge
3-5	Math Expressions	Savvas MyView	Second Step The Great Body Shop	McGraw Hill - Inspire Core Knowledge
6-8	Big Ideas	Savvas My Perspectives	Second Step The Great Body Shop, Our Whole Lives (OWL- 8th grade only)	IQWST Core Knowledge

Other State Required and Recommended Instructional Topics Include:

- [Drug, Alcohol, and Tobacco Prevention](#) (Second Step, Sources of Strength The Great Body Shop, OWL)
- [Human Sexuality](#) (The Great Body Shop, OWL, Womenspace, Planned Parenthood)
- [Digital Citizenship/Internet Safety](#) (NetSmartz, Common Sense Media, ISTE)

Teachers may use instructional supplements to meet program goals and objectives and state standards; *for example*, our character and social and emotional programming is supplemented by mindfulness components, GoNoodle, and other resources, and our math and ELA program is supplemented by IXL, Newsela and Learning Ally.

**Community Immersion and Community Service**

- \* Skills Days: Members of the community will come into the school to share their areas of expertise with students on selected Fridays.
- \* Community Service Projects: Teachers and students engage in community service projects throughout the school year.
- \* Field Trips: Field experiences are vital to children’s learning, and we incorporate field trips into the curriculum as often as possible.

We will maintain the feeling of a small neighborhood school by limiting classroom ratios to an average of 1:25 and the overall school population to approximately 225 for K-8th grades.



## V. POLICIES AND PROCEDURES

### A. ATTENDANCE (CCCS Policy JED)

Regular school attendance is required by law and is a critical factor for academic success. Consistent school attendance, academic success, and school completion have a positive correlation. Since school is a partnership, parents/guardians are expected to make sure their children attend school on a regular basis. Students are expected to take an active role in ensuring that they arrive to school on time.

Although accurate record keeping and analysis of data are critical, we believe the ultimate success of the school attendance program is determined by the quality of the school culture. Creating a positive school culture is a prerequisite for good attendance. By school culture, we mean the overall physical and psychological atmosphere in a school: the behaviors, attitudes, and beliefs exhibited by all school staff, students, parents/guardians, and community workers. This culture is accepting and inclusive with opportunities for all to learn.

Coburg Community Charter School strives to build a culture that includes:

- \* A positive physical and psychological environment;
- \* Positive adult role models for students;
- \* Respectful and nurturing interactions between adults and students;
- \* A high degree of student-to-student positive relationships;
- \* A challenging academic program.

**Cafeteria Doors Open for Student Supervision      7:45 a.m.**

**Front Office Doors Open      8:00 a.m.**

\* **First bell rings      8:05 a.m.**

\* **Tardy-must check-in at office      8:10 a.m.**

**Dismissal (Monday-Thursday)**

\* **Kindergarten, First and 2nd Grade      3:00 p.m.**

\* **All other grades (3-8)      3:15 p.m.**

**Dismissal (Friday-EARLY RELEASE)**

\* **Grades K-2      11:45 a.m.**

\* **Grades 3-8      12:00 p.m.**

## Attendance and Transportation

### CCCS Attendance Policy for In-School Attendance

#### Attendance Reporting Procedures

##### **Student is LATE:**

1. Parent/guardian is requested to walk in to the office and sign in their student.
2. Student will take a tardy slip to teacher.

##### **Reporting a Student is ABSENT:**

###### **If calling:**

1. Contact the office phone at (541) 344-4113. Voicemail is available 24 hrs/day.
2. Give your name, telephone number, student name, grade, and reason for absence (required).
3. Confirm whether or not you have notified the teacher as well.

###### **If emailing:**

1. Contact the teacher (email addresses are listed on the school website).
2. Put "ATTENDANCE" in the subject line.
3. Give student name, grade and reason for absence.
4. CC the secretary at: [office@coburgcharter.org](mailto:office@coburgcharter.org)

**Any class time missed will be documented as unexcused until determined excusable by the charter school administration.** We ask parents/guardians to communicate the reason for any absence in advance or, at the very latest, the same day the absence occurs using the steps above.

#### **Planned Absence Form:**

If your student will be absent due to a planned event (i.e. going out of town or family visiting, etc.) you must fill out the [Planned Absence Form](#) (available on the website or by request in the school office) for *each* of your children at the school.

*Please note: We are required to drop all students from our rolls if they are absent ten or more consecutive days for non-health related reasons. Once a student is dropped from enrollment, he/she will need to reapply for enrollment. If the grade level is full, the student will be added to a wait list. If the grade level already has a waitlist, the student will be added to the bottom of the list.*

### **EXCUSED AND UNEXCUSED ABSENCES**

It is imperative that all students enrolled at Coburg Community Charter School be accounted for each day. If your child will not be attending school on a given day, please call or email ([office@coburgcharter.org](mailto:office@coburgcharter.org)) the school prior to 7:30 a.m. on the day of the absence, if needing to leave a message, include student's name, grade and reason for the absence (this is required). If parents/guardians do not call, for the child's safety the school will telephone or email the parents/guardians at home or at work.

Coburg Community Charter School is a closed-campus; students are not permitted to leave the school grounds at any time during the school day unless a parent or guardian is present to escort them, with the exception of field trips. Before leaving the school, a student must be signed out to the parent or guardian by the office. Please sign your child back in at the office when returning the same day. If someone other than the parent or guardian is picking up the student, notification from an authorized adult is necessary before the student can be released.

If a student leaves without permission, the parent or guardian will be notified and the student may receive disciplinary action, including, but not limited to, the absence being recorded as unexcused.

**Because of our rigor and the importance of attendance for student success in school, absence due to vacation or other events is strongly discouraged.** If a child is absent more than eight (8) half days in a twenty day period, the absence is considered irregular attendance and could be marked unexcused. Furthermore, we are required to drop all students from our rolls if they are absent for ten or more consecutive days for non-health related reasons. Any student who misses an inclement weather makeup day could be marked unexcused, and those absences will count towards the ten consecutive day drop period as required in state law. Once a student is dropped from enrollment, he/she will need to reapply for enrollment. If the grade level is full, the student will be added to a wait list. If the grade level already has a waitlist, the student will be added to the bottom of the list.

*We offer a challenging and rigorous curriculum and each day is important. The multisensory nature of our school makes it impossible to replicate classroom time. Students re-entering the classroom after a tardy and or absence will often feel lost or “out-of step” with the others. For that reason, we ask that whenever possible, routine health and dental appointments be made during non-school hours.*

Please contact the student’s teacher to arrange for make-up work. For planned absences, please be sure to provide ample time for teachers to prepare work (one day prior notice per day absent). For every day a student is absent, one day will be allowed to make up work that was assigned during the absence. For example, if a student is absent for three days, three days will be allowed to make up all work. Although, work that was assigned prior to the absence and due during the absence becomes due the first day back in class.

## **TARDY**

Parents or guardians are responsible to see that students arrive at school **on time**. In addition, students are expected to take an active role in ensuring that they arrive at school on time. At 8:05 a.m. all students should be in their classrooms at their desks, and ready to learn before the tardy bell rings at 8:10 a.m. Being tardy is a form of absence. It interferes with student learning and disrupts the rest of the class. We take advantage of every moment, and if students are late they miss instruction time. Students arriving after 8:10 a.m. are considered tardy and are required to be signed in at the office with a reason as to why to receive a pass into class. Students will not be allowed into class without an office pass. Tardiness will also be classified as excused or unexcused.

Excused ATEDs (absences, tardiness, and early departures) from school due to:

- \* Personal illness;
- \* Illness or death in the family;
- \* Impassable roads or weather;
- \* Religious observance;
- \* Quarantine;
- \* Health or dental appointments.

(Confirmation of appointments may be required.)

Students are expected to make up all missed work upon their return as assigned by their teacher(s). CCCS reserves the right to classify an absence as unexcused if sufficient work is not made up.

All other ATEDs are considered unexcused unless prearranged and approved by CCCS, this includes family vacations during school days and oversleeping. All ATED's must be accounted for.

## **B. BULLYING / HARASSMENT (CCCS Policy JFCF and Administrative Regulation JFCF)**

Coburg Community Charter School is committed to operating a school where no employee or student is subject to bullying, cyberbullying, harassment, hazing, sexual harassment, intimidation or menacing by students, staff or third parties. **Bullying has been defined as negative physical or verbal actions that have hostile intent, cause distress to victims, are repeated over time, and involve a power differential between a person who bullies and a person who becomes a victim.** Bullying can be distinguished from the usual conflicts between children in that bullying behavior is a combination of aggression and power in a repeated pattern.

CCCS has systems and cease & desist contracts for students to both educate and assist in stopping bullying and harassment. All responses are designed to stop such activities completely, while maintaining a learning environment. Students and parents are invited to contact school administration for clarification of the JFCF Harassment and Bullying policy and Administrative Regulations, should there be any questions. Should a concern occur, please act immediately by sharing your concern with a staff member. We cannot help if we are not aware.

When bullying in any form does occur, we ask all students to practice the following:

1. If possible, ask the person who is physically or verbally harassing to stop. Don't joke around or make light of it. State that you would like the other person to stop the problem behavior.
2. If a problem behavior continues, let a teacher or adult in charge know about the problem right away. This is NOT tattling, this is reporting a problem.
3. Depending on the situation, students may be given the option to be a part of restorative practices. Talking to the student or students (with adult support and mediation) to address the harm created by harmful behaviors may be an important step in stopping the behaviors.
4. If the harassment continues, this will then be addressed with an administrator. Consequences, depending on the severity, could include suspension and/or expulsion. See the discipline section for additional information.
5. Students are forbidden from encouraging students to fight, retaliate, menace, threaten, use obscene language, or engage in any other behaviors meant to cause harm.

We encourage parents or guardians to go over these steps with their student(s) and reinforce the process we have put in place to deal with bullying/harassment issues.

Students shall be instructed of the responsibility to inform a teacher, counselor or administrator regarding any information or knowledge relevant to conduct including bullying, harassment, threats of harm to self or others, threatening behavior or acts of violence, including threats to severely damage public charter school property. Parents and others will be encouraged to report such information to the public charter school. Staff shall immediately notify the

administrator of any threat, threatening behavior or acts of violence he or she has knowledge of, has witnessed or received. All reports will be promptly investigated.

Students may confidentially report concerns, threats, or harassment through the school Upstander Box. It can be accessed through a school installed bookmark. Parents may report concerns to a teacher or administrator.

When sexual harassment or misconduct in any form does occur, please refer to our school website on how to file a complaint, or inquire in the school office to receive a copy. Pursuant to ORS 339.356, a detailed school policy prohibiting harassment, intimidation or bullying and prohibiting cyberbullying is available on our school website. (See Policy JFCF- *Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, and or Domestic Violence – Student*)

For more information regarding school-wide discipline, please refer to the Discipline Policy in this handbook.

### **C. CELL PHONES, ELECTRONIC DEVICES, AND EXPENSIVE ITEMS** (CCCS Policy JFCEB)

Coburg Community Charter School is not responsible for lost, stolen or damaged items including cell phones and other electronic devices. Valuables such as iPods, iPads, MP3 players, handheld electronic games, personal headphones, or other expensive items should NOT be brought to school.

Cell phones and electronic devices, when not being used for learning, are a distraction to our students and the learning environment. Students may not use cell phones during the school day or school supervised events. Cell phones must be turned off and stored for safekeeping during school hours, including field trips. Cell phones may be used **only** to contact parents/guardians *before* or *after* school hours or with school staff permission for educational purposes. Students will have access to school telephones for emergencies. Parents should phone the office if they have an important message to pass on to a student.

Use of a cell phone or other electronic devices during the school day may result in the device being confiscated. Additional offenses will be dealt with in accordance with the discipline policy.

Disciplinary flowchart: 1st offense-warning, student puts phone away, 2nd offense-phone taken, student picks up at end of day, 3rd offense-phone taken, parent/guardian contacted and plan of action made, which may include the phone being checked in at the office daily for a period of time or cell phone no longer allowed on school grounds.

*CCCS discourages bringing cell phones, electronic devices, and expensive items to school, therefore, any lost or stolen cell phones, electronic devices, and expensive items will not be investigated by CCCS staff.*

#### **D. COMMUNICATION/COMPLAINT PROCESS (CCCS Complaint Policy and Administrative Regulation (KL))**

Coburg Community Charter School strives for open and honest communication. We welcome your thoughts and ideas. Communication between school staff, parents and students is crucial to overall school success. Staff may be reached through the school office or may be contacted via email (see addresses listed above). The school office is open during regular school hours for any messages.

Please take the time to read all communication from your school. Many classrooms have a procedure for sending home class newsletters and information on homework and classroom activities.

Upper grade classrooms use planners as another form of school to home communication. These should go home and be returned every day. Organizational skills are so important to lifelong success that these planners have been made part of the curriculum. They provide parents/guardians with a convenient method to monitor their child's assignments and work-study habits. The students record their assignments in the daily planner. Teachers may include brief comments to parents/guardians.

Any difficulty involving a child with a particular teacher should always be discussed with the teacher first. If the matter is unresolved, then contact the administration.

#### **Order of contact for concerns or complaints:**

1. Teacher or staff member directly involved
2. Administration
3. The Board

*Discussing the problem with other parents will not resolve the situation and often times will aggravate it. It is important that we model appropriate problem solving behavior for our children. We ask that you learn both sides of any situation before forming an opinion and use facts rather than emotion to make decisions. Additionally, as a school, we cannot address issues or concerns if we are not made aware of them.*

#### **E. DISCIPLINE POLICY (CCCS Policy JG)**

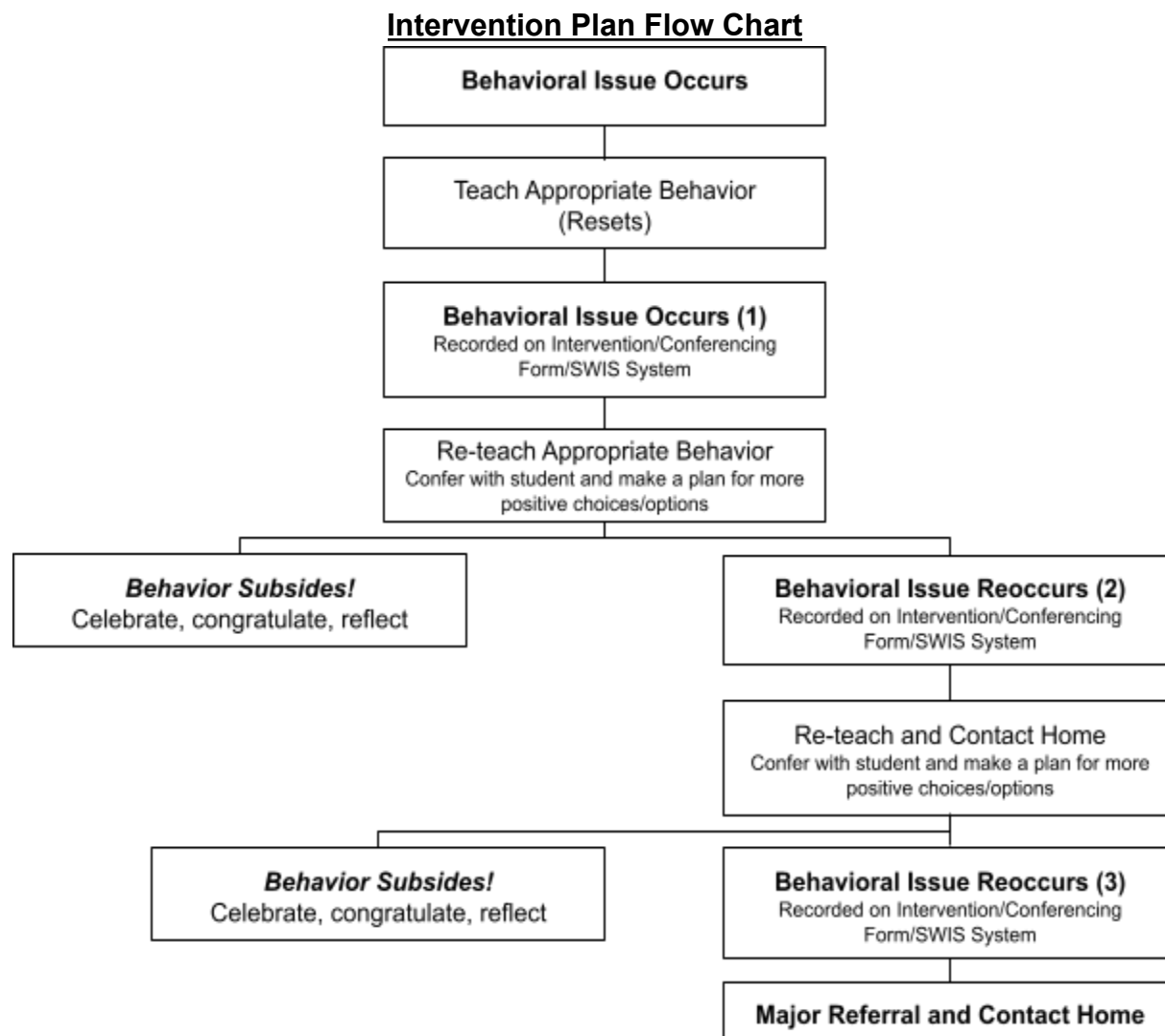
Coburg Community Charter School has a school-wide behavior framework called *Positive Behavior and Intervention Supports (PBIS)* to improve the school environment and support in changing behavior when necessary. CCCS utilizes *School-Wide Information System (SWIS)* to inform individual student, class, and site-wide decision-making. Teachers model, teach, reteach, and review the school-wide expectations throughout the school year with their students.

Coburg Community Charter School is committed to providing a safe and positive learning environment. All members of our school community are expected to follow our guiding rules, which are listed as follows:

**Be Safe**  
**Be Respectful**  
**Be a Self-Manager**

## Coburg Community Charter School Behavior Management

The reputation of Coburg Community Charter School depends, in large part, upon the behavior of its students. Students who have difficulty following school rules will be placed on an intervention plan, which is reflected in the following flow chart:



If a behavior subsides but reoccurs at a later date, the intervention plan resets to the first step and proceeds from there. Younger students' reset period is shorter than older students. **In some cases, the intervention plan isn't appropriate due to the nature of the misconduct; these behaviors may require immediate referral and discipline of a student; the student may be placed immediately in suspension while an investigation takes place. In addition, a behavior support plan (BSP), which includes an individualized plan created by a team of staff members, may be more appropriate to help guide staff in supporting the student who is having trouble with a particular problem behavior or set of behaviors.**

Whenever possible, the first level of intervention occurs between a student and a teacher. Each teacher has their own management plan with rules and consequences, which should be clearly communicated and consistent. Additional staff also have expectations for those areas which they are responsible, and students are expected to cooperate with those expectations. If a student chooses to act inappropriately, or to continue to act inappropriately after redirection,

a staff member may choose an intervention that may include, but is not limited to: a restorative intervention such as completing a project or service for the staff member, a restorative conference during their lunch or recess, and parent/guardian contact.

If a significant behavior occurs, or if a behavior continues after a staff member has intervened, the staff member will refer the student to the DOSS for further intervention. The goals of administrative interventions remains the same as those of the individual staff members. The intervention will be restorative in nature and will connect to the behavior. It may also require repairing a fractured relationship between the student and teacher/staff member through a restorative conference mediated by DOSS and/or counselor.

The following table provides *examples* of behavior issues that can occur at school and how they are categorized for disciplinary purposes:



## Coburg Community Charter School Behavior Management

<b>Intervention* (see Intervention Plan Flow Chart above)</b>	<b>Major Referral**</b>
<p>*Minor behaviors handled at the classroom/playground level using intervention strategies and teachable moments.</p> <p>Teacher/Staff will fill out intervention/conferencing form for the following observed behaviors when appropriate:</p>	<p>**Major or chronic escalating behaviors resulting in an office referral <b>and/or</b> consequence/disciplinary action.</p> <p>Teacher/Staff will fill out a Major Referral Form for the following observed behaviors:</p>
<p><b>Inappropriate Language</b></p> <ul style="list-style-type: none"> <li>● Use of <i>lesser</i> swear words</li> <li>● Use of significant hand gestures</li> <li>● Inappropriate sexual connotations</li> </ul>	<p><b>Abusive Language</b></p> <ul style="list-style-type: none"> <li>● Use of <i>greater</i> swear words</li> <li>● Repeated use of significant hand gestures</li> <li>● Repeated inappropriate sexual connotations</li> </ul>
<p><b>Physical Aggression/Contact</b></p> <ul style="list-style-type: none"> <li>● Wrestling or body holds (Playful included)</li> <li>● Pre-fight aggressive posturing</li> <li>● Retaliating as above</li> </ul>	<p><b>Fighting/Physical Aggression</b></p> <ul style="list-style-type: none"> <li>● Pushing, pinching, hitting, kicking or biting</li> <li>● Pre-fight aggressive wrestling or body holds</li> <li>● Encouraging another to fight</li> <li>● Retaliating as above</li> </ul>
<p><b>Defiance/Non-compliance--</b></p> <ul style="list-style-type: none"> <li>● Refusing to follow repeated direction</li> <li>● Dress Code</li> </ul>	<p><b>Defiance/Non-Compliance--</b></p> <ul style="list-style-type: none"> <li>● Refusing to follow repeated direction</li> <li>● Telling adult “I won’t” or “no” when a reasonable request is made</li> </ul>
<p><b>Disrespect (Student to Adult)</b></p> <ul style="list-style-type: none"> <li>● Has to have the last word/Body Language</li> <li>● Argumentative to adults</li> <li>● “Back talk”</li> <li>● Any “put-downs”</li> <li>● Disrespectful body language or gesturing</li> </ul>	<p><b>Disrespect/Insubordination (Student to Adult)</b></p> <ul style="list-style-type: none"> <li>● Significant “back talk” or “put-downs”</li> <li>● Significant disrespectful body language or gesturing</li> <li>● Repeated disrespect to adults</li> </ul>
<p><b>Disruption (Student to Student Disrespect)</b></p> <ul style="list-style-type: none"> <li>● Repeated (or inappropriate) talk-out/ side talk</li> <li>● Silly answers/attention getting/seeking</li> <li>● Argumentative to peers/adults</li> <li>● Any put-downs</li> </ul>	<p><b>Harassment/Tease/Taunt/Intimidation/Bullying</b></p> <ul style="list-style-type: none"> <li>● <i>Minor put downs or insults</i> continue after correction/intervention or a major put down or insult occurs</li> <li>● Continued proximity after separation</li> <li>● Insults or inappropriate remarks made about another’s color/religion/sex/sexual orientation/national origin/marital status/familial status/source of income/disability/appearance</li> <li>● Threats, extortion</li> </ul>
<p><b>Property Misuse</b></p> <ul style="list-style-type: none"> <li>● Teasingly taking others’ possessions</li> <li>● Thoughtlessly damaging property</li> </ul>	<p><b>Serious Disruption (Student to Student Disrespect)</b></p> <ul style="list-style-type: none"> <li>● Stops or interferes with learning</li> <li>● Repeated disrespect to peers</li> <li>● Other behaviors that repeat after correction/intervention</li> </ul>
	<p><b>Vandalism/Property Damage</b></p> <ul style="list-style-type: none"> <li>● Taking another’s possessions to keep</li> <li>● Purposely damaging property</li> </ul>

In addition to the minor and major behaviors referenced above, students may also receive an intervention and referrals for a technology violation, cheating/lying, forgery/theft, chronic behaviors, inappropriate displays of affection, dress code violation, use/possession of unauthorized/illegal substance/item, being in an inappropriate location/out of bounds, unapproved tardies or skipping class, and/or other behaviors that are deemed to be a safety concern, a distraction/disruption to the learning environment, or are in conflict with our three guiding rules: be safe, be respectful, and be a self-manager.

### **Possible consequences for major referrals:**

- Conference with a student
- A verbal or written warning/reprimand
- An apology to victim
- Loss of privilege
- Loss of break/recess periods
- Time in office or “buddy room”
- Time out/detention
- Reading or writing a paper on the topic
- Project and/or presentation
- Community service/restitution
- Individual instruction
- A parent or guardian/student/school administration conference
- Exclusion from field trips or extracurricular activities
- Harassment warning and/or Cease & Desist Contract/Agreements
- Referral to mediation and/or counseling
- Referral for psychological assessment
- Reverse suspension (parent/guardian supervises student at school)
- Detention, Suspension (in-school, out-of-school), or Expulsion
- Police involvement

Students will be subject to discipline, up to and including suspension or expulsion, for misconduct that violates federal, state, county, or city laws or the policies and rules established by CCCS, including but not limited to harassment or discrimination, theft, disruption of school, damage or destruction of school property, damage or destruction of private property, assault or threats of harm, unauthorized use or possession of weapons or dangerous instruments, unlawful use or possession of drugs, narcotics, or alcoholic beverages, and persistent failure to comply with rules of the lawful directions of teachers or school officials. We must also take into consideration the age of a student and the past pattern of behavior of a student prior to imposing the suspension or expulsion of a student. Such consequences will be determined by the Executive Director.

Pursuant to ORS 161.205, Coburg Community Charter School personnel may use physical force when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious bodily injury to the student or others. Physical force will not be used to discipline or punish a student.

## **F. DRESS CODE PURPOSE AND GUIDING PRINCIPLES**

The CCCS dress code was designed to encourage a team and community atmosphere fostering school pride, to create a non-competitive dress environment, and to be easy for students and parents. CCCS strives to have students recognized as the important individuals they are regardless of outer appearances and surface distractions, as well as helping to create a strong sense of community.

The dress code adopted by CCCS seeks to allow students to learn in an environment that is safe, comfortable, respectful of themselves and others, and focused on education and personal growth. It is with this in mind that the requirements for solid-colored, collared shirts and pants that are free of graphics and logos were created.

### **2022-23 Coburg Community Charter School - Dress Code**

At CCCS, we believe that a dress code minimizes peer pressure, reinforces an academic atmosphere, and encourages a team/community culture.

ALL clothing worn in the classroom, with the exception of Coburg Bronco Wear, must be completely free of: graphics, logos (small or large), decorations, “bling”, sequins, glitter, emblems, stripes, two-tones, different colored piping, or other designs. In addition, all clothing should be in good shape: free of holes, tears, rips, etc.

School Logo Wear (Bronco Wear): Approved Bronco Wear may be worn ANY day inside or outside the classroom. Shirts and sweatshirts may only be purchased during school wide sales from specific vendors. All t-shirts must be short sleeved in one of the following colors: black (or vintage black), heather grey, navy (vintage), green.

Collared Shirt options: A solid *Navy, White, Black, or Forest Green* collared shirt with either short or long sleeves may be worn. Shirts must be long enough to fully cover the midriff, and must not be revealing in any way.

Layering options: *Navy, White, or Black* solid color, long or short sleeve undershirt (completely free of logos, graphics, emblems and/or different colored piping) may be worn under collared shirts or Bronco Wear.

Sweaters, Sweatshirts, Fleeces: *Navy, White, Black or Forest Green* solid color sweatshirts, hoodies, fleeces or sweaters (completely free of graphics/logos) may be worn over collared shirts or Bronco Wear while in the classroom.

Outerwear: Cold weather coats/rain jackets worn outside the classroom only may be any style or color. No coats or outerwear with designs or logos will be allowed in the classroom, with the exception of Bronco Wear.

Pants options: *Blue Jeans, Navy, Black or Khaki* solid color pants with front and back pockets may be worn. All pants must be completely free of “bling”, logos or embellishments, but may have “basic” stitching on the back pockets. Pants must not be revealing in any way and must allow students to move freely in P.E.

\*\*No sweatpants, pajama pants, leggings (except when layering), athletic shorts or athletic

pants may  
be worn in the classroom.

Shorts options: *Blue Jean, Navy, Black or Khaki* solid color shorts that are mid-thigh or longer may be worn.

Skirts/dresses/jumpers options: *Blue Jean, Navy, Black or Khaki* solid color skirts, polo dresses, or uniform jumpers worn with a collared shirt, may be worn. Skirts, dresses, and jumpers must be mid-thigh or longer, and worn with leggings, tights, or shorts under. (See "Socks and Tights/Leggings" for more detail on colors/style)

Socks and Tights/Leggings: Solid *Navy, White or Black* socks, tights or leggings may be worn and must be free of any graphics, designs or logos. Tights or leggings may only be worn with a skirt, dress or jumper over top.

#### Shoes:

MONDAY-THURSDAY All students must wear non-marking, athletic shoes to school that are appropriate for safe and active learning in P.E. This means a tennis shoe with complete foot coverage, including the top of the foot. Slip on tennis shoes are not permitted.

FRIDAY K-5 students are able to wear non-athletic shoes that have an enclosed toe and low heel height. Shoes should have non-marking soles that are safe and appropriate for indoor/outdoor play. Boots are acceptable footwear on the playground and in the classroom if they meet the Friday guidelines.

Jewelry: For reasons of safety, students must not wear dangling earrings at any time. All other jewelry must be modest and understated.

Accessories: All accessories worn in the classroom must be modest (small, understated) and not a distraction.

- No scarves, hats, ties, sunglasses, or other clothing accessories may be worn in the classroom.
- Headbands or hair accessories may only be solid/plain dress code colors (refer to "shirt options") with no embellishments, glitter, sequins, logos, or graphics of any kind.
- Belts may only be solid/plain dress code colors (refer to "shirt options") with no embellishments, glitter, sequins, logos, or graphics of any kind.

\*Coats with other logos and graphics cannot be worn in the classroom. If your student tends to occasionally get cold inside the classroom we encourage the layering or sweatshirt/sweater/fleece options stated above.

\*\*No sweatpants, athletic shorts or athletic pants may be worn in the classroom.

\*\*\*Students in 6th-8th grades are allowed to change into plain, logo-free athletic shorts or pants for P.E

*NOTE: Students who wear clothing or accessories that do not adhere to dress code guidelines will have their parents notified with a note and/or email highlighting the guideline*

*not adhered to. Students may be asked to remove the accessory or change that item of clothing at staff discretion.*

Clothing, with the exception of Bronco Wear, does not have to be purchased from any specific vendor. Board approved Bronco Wear can only be purchased during school wide sales from specified vendors.

Families in need of assistance please contact the school office for information [office@coburgcharter.org](mailto:office@coburgcharter.org) or 541-344-4113.

\*\*\*\*\*

Some local/online options for purchasing dress code items include, but are not limited to:

- Old Navy
- Kohl's (Chap's Brand)
- JC Penney (French Toast Brand, IZOD Brand, Arizona Brand & Dickies Brand)
- Walmart (George Brand, Dickies Brand)
- Target (Cherokee Brand)
- Land's End
- Gap
- Amazon.com
- Schooluniformz.com
- Costco
- H&M

*\*If searching online for dress code clothing, we recommend searching for "school uniforms"*

Approved Bronco Wear:

Bronco wear may be worn any day of the week, inside and outside of the classroom. Shirts and sweatshirts may only be purchased during school wide sales from specific vendors.

All t-shirts must be short sleeved in one of the following colors: black (or vintage black), heather grey, navy (vintage), green.

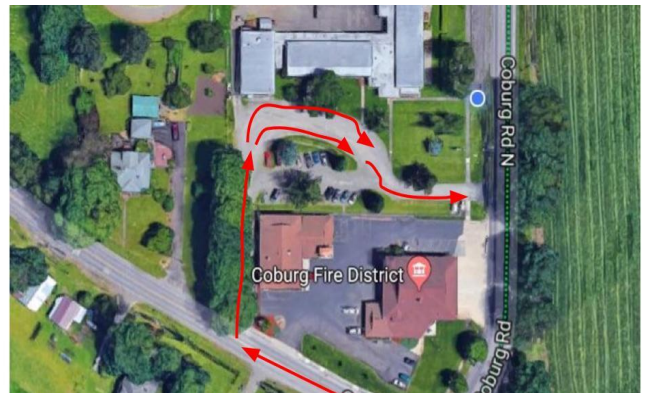
Sweatshirts may be grey or black. They may be hoodies, crew neck, or full zip hoodies.

## G. DROP-OFF AND PICK-UP PROCEDURE

In order to make student drop-off and pick-up as safe and efficient as possible, please observe the following expectations:

### Drop Off

- The school building and office opens at 8:00 a.m. All classes begin promptly at 8:10 a.m.
- We do not offer before school care. You may bring your student to the cafeteria starting at 7:45 a.m. where they are welcome to wait until 8:00 a.m. A staff member supervises the cafeteria during this time period.
- At 8:00 students can enter from the south or front doors.
  - Students getting dropped off in the car line should enter the south doors.
  - Students whose parents park to drop them off up front, or parents who park and walk their child to class, must park in the front and enter through the front doors.
  - **All students should be in classrooms and ready to learn at 8:10**



### Dismissal

School is dismissed at the following times:

<u>Dismissal</u>	<u>Mon-Thurs.</u>	<u>Friday</u>
K-2nd	3:00 p.m.	11:45 a.m.
3rd-8th	3:15 p.m.	12:00 p.m.

- Students must be picked up within 15 minutes of dismissal time.
- Parents of KG-2nd grade students please park and pick up your child(ren) at the exterior classroom door. Because classes are in session for remaining students, we ask that you not enter the building unless you have school business during this time.  
\*\* K-2 students with siblings in grades 3-8 will join their oldest sibling in their classroom.

**Parking:** Parking for KG-2nd grade parents is directly in front of the school. Staff parks in the gravel area south of the building closest to the fire station or at the north side of the building near the gym. Grades 3-8 are asked to follow the car pick-up line procedures at the south end of the school unless you have school business during this time which requires you to enter the building.

### Car Line Policy:

- Use the driveway at the south end of the building (see diagram above).
- **PLEASE DO NOT PARK IN THE DRIVEWAY OR LEAVE YOUR CAR UNATTENDED.**

- Pull forward as far as you can and continue to move forward as the line moves.
- Students will be dismissed by their teachers as the car line moves forward.
- **The center car lane is an exit line only once parents have their child.**

### **SAFETY**

The pick-up and drop-off time can be the most stressful 10 minutes of the day. Nothing we do is more important than keeping ALL our kids safe. Please ensure you are overcautious and focused on student safety during this time.

\*Cell phone use is prohibited in the car line. Your full attention is required to move through the car line safely and quickly.\*

\*Follow the directions of the traffic monitors and **WATCH FOR CHILDREN WHO ARE CROSSING AND LOADING INTO VEHICLES as you move through the driveway.\***

\*If you choose to park and walk your child to the designated entry doors, please plan to park in front of the building and not in the drive-through area. To maintain social distancing, we ask parents not to enter the building unless they have school business to complete.\*

### **H. FIELD TRIPS**

Coburg Community Charter School recognizes the importance of out-of-classroom experiences for students. “Field trip” is defined as a journey or excursion away from school grounds involving one or more persons that is organized and/or sponsored by the school or by an authorized employee of the school for curricular relevance.

Field trips are directly related to the curriculum and they are considered instructional hours used for credit towards required instructional hours. Field trip days are considered school days. Should your child need to be absent from a field trip, please advise the office as you would on a regular school day. Students who remain on campus will be assigned appropriate work for the day and an appropriate classroom or office placement by the regular classroom teacher. Students who choose not to participate in field trips or off campus activities are expected to attend school with a teacher-assigned alternate placement and work activities.

Written permission is necessary for any student to participate in the field trip. This permission can be provided for all field trips as a “blanket agreement” on the Enrollment Form. The exception would be overnight trips, field trips that extend beyond the normal school day, and field trips where students will be riding in a private vehicle. Students who do not have a properly signed permission on the Enrollment Form or on a permission notice will not be allowed to go on the trip. Teachers may provide specific instructions on dress for the comfort and safety of the students.

When a bus is chartered, all students must ride on the bus or with their own parent/guardian. Non CCCS students will not be allowed to ride on a chartered bus.

If a private passenger vehicle is used, then the following will apply:

- The driver must be 21 years of age or older.
- The driver must have a valid driver’s license and proof of current insurance.
- The vehicle must have a valid and current registration and license plates.
- All passengers must wear seat belts at all times.

- Parents/guardians need to provide proper car seats for their children in order for the driver to comply with Oregon law. *Current law requires children weighing more than 40 pounds but who are 4' 9" or less or under age 8 must be in a booster seat.*
- Chaperones and drivers must have completed all volunteer requirements and approved background check.
- All private vehicles must operate as a caravan with no unauthorized stops.

At Coburg Community Charter School, we rely on the participation of the parents/guardians as both chaperones and drivers for many of our field trips. Parents/Guardians and/or volunteers who have not completed the appropriate paperwork and been cleared through our background screening (at least 5 business days in advance) will not be able/eligible to drive students. Parents or guardians /volunteers must complete background check and insurance paperwork *each year* before they can work in the building or go on field trips as drivers. Field trips are also an opportunity for individual classrooms to build community as such we ask that chaperones do not bring other school-aged children along on these excursions.



## **I. HOMEWORK POLICY**

Based on research, teacher experience, and parent/guardian input, we are more judiciously looking at what homework is assigned at each grade level. In the research we have read, we see that homework has the least value in the youngest grades, and increases in value as students age. Using this as a guide, each teacher is developing his/her own homework policy, and we're working together to make sure our students have a gradual increase in homework, peaking in 8th grade.

Homework's immediate educational purpose is:

1. To reinforce skills and concepts learned in class.
2. To develop study skills and habits.
3. To practice skills and knowledge in ways not readily accomplished in the classroom.
4. To inform parents/guardians of what is being taught in the classroom.

Each child is expected and encouraged to read out loud or be read to every day. The amount of reading homework varies for each grade. Teachers will inform students what is expected for their grade level. We believe becoming a competent reader is critical to being a good student and the first step to being able to explore the world. By making sure your child is reading at home, you are directly contributing to their education. By reading to your child and participating in this process as a parent/guardian, you encourage your child's growth and will strengthen family ties. By reading in front of your children you model good habits and reinforce expectations. Writing and Math skills are developed the same way.

Coburg Community Charter School is proud to have a challenging curriculum. With that in mind, our students need adequate time to complete quality work. Students may be involved in activities outside of school, however we encourage students and parents/guardians to balance activities and place priorities on those activities which will be most beneficial in achieving long term goals.

## **J. ILLNESS/INJURY/HEALTH**

A student who becomes ill or is injured at school must notify his/her teacher or another staff member as soon as possible. In the case of a serious illness or injury, the charter school will attempt to notify parents/guardians according to information provided on emergency forms and submitted by parents/guardians to the school. Parents/guardians are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's parent/guardian or to another person as directed by the parents/guardian on the student's emergency form. For specific Covid-19 protocols, refer to Section V.

Coburg Community Charter School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents/guardians whenever the student has been transported for treatment.

**Covid Scenarios-** CCCS will follow the guidance of ODE, OHA, and Lane County Public Health with COVID-related protocols.

## **Symptom-Based Exclusion Guidelines** **(Most current guidance from OHA and ODE, August 2022)**

Students and staff must be excluded from the school setting if they are in the communicable stages of a school-restrictable disease. Symptoms which commonly indicate a communicable disease are listed below.

Students and staff should be excluded from the school setting if they exhibit:

\*PRIMARY SYMPTOMS OF COVID-19: fever, cough, difficulty breathing or shortness of breath and loss of taste or smell.

• **If 2+ primary symptoms, MAY RETURN AFTER**

- o Following applicable symptom-based guidance, if COVID-19 test is negative
- o Following applicable symptom-based guidance AND minimum 5-day isolation, if COVID-19 test is positive OR if not tested

1. \*FEVER: a measured temperature equal to or greater than 100.4°F orally.
  - MAY RETURN AFTER fever-free for 24 hours without taking fever reducing medicine.
2. \*COUGH: persistent cough that is not yet diagnosed and cleared by a licensed healthcare provider OR any acute (non-chronic) cough illness that is frequent or severe enough to interfere with participation in usual school activities.
  - MAY RETURN AFTER symptoms improving for 24 hours (no cough or cough well-controlled.)
3. \*DIFFICULTY BREATHING OR SHORTNESS OF BREATH not explained by situation such as exercise: feeling unable to catch their breath, gasping for air, breathing too fast or too shallowly, breathing with extra effort such as using muscles of the stomach, chest, or neck.
  - MAY RETURN AFTER symptoms improving for 24 hours.
  - This symptom is likely to require immediate medical attention.
4. \*NEW LOSS OF TASTE OR SMELL
  - MAY RETURN per guidance for 2+ primary COVID-19 symptoms

Children who are ill must be kept home until they have recovered sufficiently to return to the regular routine of school. When a child is too sick to go outside to recess or participate in physical education, that child is too sick to be at school. A student is clear to return to school when:

- They have been fever free for 24 hours prior to their return. This means having an oral temperature of less than 100 degrees without using medication to lower their temperature.
- They are able to participate comfortably in class activities without a cough or other symptoms becoming a disruption to themselves or others.
- They must be free of gastrointestinal symptoms such as diarrhea and vomiting for 24 hours.
- If they have a skin rash, they must be seen by their healthcare provider and provide written clearance prior to returning to school.

Parents/guardians will be informed immediately when a student has been seriously injured. If a parent/guardian or other emergency contact cannot be reached, school personnel will determine what action needs to be taken.

Any child with a fever of 100 degrees or above will not be allowed to remain in the classroom. If a head injury is sustained the parent/guardian or other emergency contact will be called immediately. In case of a more serious injury, the school will immediately call 911 for emergency assistance.

Parents have the right to opt their student out of non-emergency, invasive physical examinations or screenings required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law. CCCS does not require any physical examinations that are not authorized by state law, so no opt out form is provided.

**Communicable Diseases/Exclusion from School** Parents/Guardians of a student with a communicable or contagious disease are asked to telephone the school office so that other students who have been exposed to the disease can be alerted. A student with certain school restricted disease(s) is not allowed to come to school while the disease is contagious. These diseases include, but not limited to, chicken pox, diphtheria, measles, meningitis, mumps, lice infestations, whooping cough, plague, rubella, scabies, staph infections, strep infections and tuberculosis. The restriction is removed by the written statement of the local health officer or a licensed physician (with the concurrence of the local health officer) that the disease is no longer communicable to others in the school setting. For head lice, the restriction may be removed after the parent/guardian has confirmed that a recognized treatment has been initiated and the student is lice free. Parents/guardians with questions should contact the school office.

#### **K. MEDICATION AT SCHOOL (CCCS Policy JHCD/JHCDA and Administrative Regulation JHCD/JHCDA)**

Coburg Community Charter School requires medication information in writing from the parents/guardians and/or the physician or dentist for prescription or over-the-counter medication (including pain relievers, cough drops, vitamins, etc.). **Students may not self-medicate at school or carry any medication without prior administrative approval (example asthma inhalers).** When prescription medication is to be given at school, physician or dentist instructions are required to accompany the medication. All medications must be in the original pharmacy-labeled container including the student's name, name of drug, dosage, name of physician, and current date. Over the counter medication must also be in the original container. In addition, parents/guardians must provide all the supplies necessary to properly administer the medication. These medications will be kept in the school office and not in the individual classrooms. **Please contact the school office for details and any needed forms.**

Any unused medication must be picked up by a parent/guardian when treatment is complete or at the end of the school year. Medication left at school past the end of the school year will be destroyed. Please notify your classroom teacher of any health condition that could impair learning.

## **L. PARENT/GUARDIAN-TEACHER CONFERENCES**

Parent/Guardian-teacher conferences will be scheduled in the middle of the fall and spring grading periods. See this year's calendar for dates. The purpose of the conference is to: set goals, provide an up-to-date evaluation of the student's work, and discuss with parents/guardian ways to assist their children. **It is expected that at least one parent/guardian will attend scheduled conferences.** Conferences also give parents/guardians an opportunity to ask questions and to become informed of school and classroom activities. Should you wish an additional conference at any time during the year, please contact your child's teacher for an appointment.

## **M. PICTURES/VIDEOS**

Due to privacy concerns and the wish of some parents/guardians to not have pictures or videos of their children posted on social media, we do not endorse or encourage taking pictures or videos on campus or at school events, unless authorization for doing so has been given in advance by the school. The school's authorization for taking pictures or videos of students will only be given for a specific school related purpose.

Social media restrictions on posting pictures or videos of students that are set by a student's parent or guardian must be respected and adhered to by others. Accordingly, when parents/guardians or others take pictures or videos of students on campus or at school events, we ask that they refrain from posting them on social media sites without the explicit permission of the parents or guardians of all of the children who appear in those pictures or videos.

Please note that it is not possible for the school to prevent parents/guardians or others from violating this policy and posting pictures or videos of students on campus or at school events on social media. Therefore, the school is not responsible and cannot be held liable if parents/guardians or others post pictures or videos of students on social media without the authorization of the school, or without the permission of the parents or guardians of the students involved.

## **N. RECESS/BREAKS**

The school has developed the following guidelines for use of the playground used at recess, outdoor class time, before and after school, and school activities.

1. Teachers release students to recess or break area. Students need permission from an adult to enter the building or classrooms during these times.
2. Litter from lunch/snacks eaten outdoors must be disposed of properly.

For the safety and well-being of all students we have developed the following list of expectations of students at recess:

- Walk quietly through the school to the outside play area.
- Show consideration and respect for others; for example, show good sportsmanship and allow others to play games.
- Follow all instructions given by any staff member.
- Stay within the boundaries given by the staff members.
- Show pride in your school by keeping the building and grounds free of litter.
- If necessary, please ask to use the bathroom.
- Stop activity immediately when staff signals the end of recess/break. Line

- up/transition quietly and wait for staff directions.
- If another student is hurt, tell a staff member immediately.
- Collect all equipment used and return it to the storage area neatly.
- Use all equipment for its intended purpose. No personal toys or equipment without teacher or administrator permission.

The following behavior is always off limits and will result in disciplinary action:

- Verbal abuse of any kind, including teasing, name calling, swearing or threatening.
- Aggressive physical contact including but not limited to hitting, kicking, pushing, grabbing, and tackling.
- Interference in others' games.
- Throwing balls, rocks, etc. at another person or animal.
- Harassment

Follow all CCCS established recess rules as communicated to you by staff members.

## **O. REPORT CARDS**

Report cards are issued at the end of each semester and progress is discussed at the end of the first and third quarters (see the school calendar for conference days). We encourage parents/guardians to discuss these reports with your child and to work cooperatively with your child's teacher to help each student develop the highest potential.

Report cards are not intended to provide a complete evaluation of a child's progress. Report cards provide a summary report of a child's learning over a set period of time. A conference may be scheduled when needed to give a more complete view of a child's overall progress. If any student's work or the report card itself warrants concern, parents/guardians are encouraged to make an appointment with the teacher. Report cards are delivered to parents/guardians at the end of each semester. Any questions regarding grades should be addressed directly to the student's teacher. If there are any questions or discrepancies regarding attendance please contact the school office.

## **P. REPORTING OF SUSPECTED CHILD ABUSE (CCCS Policy JHFE, Administrative Regulation JHFE, Reporting Form)**

The Child Abuse Reporting Law (ORS 419B.005 to 419B.045) was enacted to identify children who are victims of abuse or neglect and to provide services needed to assist caretakers in resolving problems underlying such abuse or neglect. School employees, due to their work and frequent contact with children, are classified as "mandatory reporters." If a staff member, in either a professional or personal capacity, has a reasonable cause to believe that any form of abuse (physical abuse, neglect, mental injury or emotional maltreatment, threat of harm, sexual abuse, sexual exploitation, fatality) has occurred then s/he is required by law to make a report to proper civil authorities.

## **Q. SNACK POLICY**

Coburg Community Charter School currently offers a school lunch program Monday through Thursday. Parents/guardians are responsible for providing snacks for their children; we ask that all food sent from home be healthy and nutritious. Please check with your child's

classroom teacher for classroom policies on food and its role in classroom celebrations.

## **R. STATEWIDE TESTING**

As required by state and federal law, Oregon schools test students in English Language Arts and Math in grades 3-8 and 11 and report on student participation and performance. Some students with disabilities take the alternative Oregon Extended Assessment. These tests assess school, school and individual student progress toward meeting Oregon state standards. ORS 329.479 permits parents to annually opt out of these tests for any reason by submitting an annual form to the school. For more information about statewide testing, see [4j.lane.edu/instruction/smarter-balanced-assessments](http://4j.lane.edu/instruction/smarter-balanced-assessments). The annual notice of statewide tests will be available at the start of the school year, and the opt-out form for the present school year will be available at least 30 days prior to the start of testing.

## **S. STUDENT INFORMATION/RECORDS**

CCCS does not sell student information or disclose it to others for marketing purposes. Should this practice change, the school will provide you with notice.

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

- **The right to inspect and review** the student's education records within 45 days after the day Coburg Community Charter School ("the school") receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- **The right to request the amendment** of education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to request an amendment of their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the parent may request a hearing on the matter by contacting the executive director's office. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- **The right to consent to the disclosure** of personally identifiable information from the student's education records, unless federal or state law authorizes disclosure without consent. The school releases student records without parental consent only when permitted by law and school policy. Consent is not required for disclosure to school officials within the school who have legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, teacher or support staff member (including health or medical staff) or a person serving as a school board member. Contractors, consultants, volunteers or other parties to whom the school has outsourced an institutional service or function (such as an attorney, auditor, or therapist) may be considered a school official provided the person performs an institutional

service or function for which the school would otherwise use its own employees, is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, and is subject to school policies concerning the redisclosure of personally identifiable information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

- **The right to file a complaint** with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave SW, Washington, DC 20202.

- **The right to limit the release of directory information. (CCCS Policy JOA)** Directory information means those items of personally identifiable information contained in a student's education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information. The following directory information may be released to the parents/guardians of currently enrolled students of the public charter school and our current school photo provider, through appropriate procedures:

1. Student's name;
2. Student's address including electronic address;
3. Student's telephone listing;
4. Student's photograph;
5. Date and place of birth;
6. Major field of study;
7. Participation in officially recognized sports and activities;
8. Weight and height of athletic team members;
9. Dates of attendance;
10. Grade level
11. Degrees, honors or awards received;
12. Most recent previous school or program attended.

### **Public Notice**

The public charter school will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the public charter school's option to release such information and the requirement that the public charter school must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the public charter school withhold this information. Such notice will be given prior to release of directory information.

### **Exclusions**

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the public charter school administrator by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or emancipated student may not opt out of directory information to prevent the public charter school from disclosing or requiring a student to disclose their name, identifier, institutional email address in a class in which the student is enrolled or from requiring a student

to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the public charter school in this policy.

Directory information shall be released only with administrative direction.

Directory information considered by the public charter school to be detrimental will not be released.

Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The public charter school shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The public charter school forwards educational records requested under OAR 581-021-0255 to an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services. Eligible parents/guardians and students have the right to review and propose amendments to the records and may file a complaint with the U.S. Department of Education concerning alleged failures by the public charter school to comply with the requirements of the Family Educational Rights and Privacy Act. A copy of the public charter school's education records policy may be obtained by contacting the school office.

## **T. STUDENT RIGHTS, RESPONSIBILITIES AND EXPECTATIONS (CCCS Policy JF/JFA )**

The public charter school board has the responsibility to afford students the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

1. Civil rights — including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
2. Once admitted, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
4. The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;
5. The right to privacy, which includes privacy with respect to the student's education records.

Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior.

Students' rights and responsibilities, including standards of conduct, will be made available to students, their parents and employees through information distributed annually.

It is expected that all students be fully potty trained and can independently use the restroom



prior to the first day of school. CCCS does not have additional personnel to support this.

CCCS is guided by the philosophy that student potential is best met when exhibiting a growth mindset and grit. We emphasize effort and individual growth over achievement. Students will be expected to put forth their best effort and to persevere through challenges while pursuing long-term goals.

## **U. TECHNOLOGY**

Coburg Community Charter School is using an online service for its students called Google Apps for Education. Google Apps for Education is an Internet-based group of tools similar to Microsoft Office which will allow students to create and store documents, access information, study, and collaborate with students and teachers through the Internet. Students can access Google Apps for Education while at school and outside of school from any place where they have access to the Internet.

Google provides Google Apps for Education free to educational institutions and the online service is used by thousands of K-12 schools and major universities throughout the nation. The Google Apps for Education homepage can be found at <http://www.google.com/enterprise/apps/education/>

Google Apps for Education is a secure website that offers dozens of security features specifically designed to keep students' data safe, secure, and private. In particular, Google Apps for Education is governed by a detailed Privacy Policy which ensures that Google will not share or use personal information that is placed into the system. Additionally, Google guarantees that it is in compliance with all applicable U.S. privacy laws.

For more information about Google Apps for Education Privacy Policy and security features, please access <http://www.google.com/enterprise/apps/education/benefits.html> .

**As with any educational endeavor, a strong partnership with families is essential to a successful experience. The following text describes the tools available to students as well as student responsibilities for using Google Apps for Education and other technology.**

The following services are available to each student and hosted by Google for us:

**Calendar** – students can access an individual calendar in order to organize schedules, daily activities, and assignments.

**Contacts** – students can maintain an address book containing classmate contact information.

**Drive** – students have access to a word processing, spreadsheet, drawing, and presentation program which is very similar to Microsoft Office.

**Gmail accounts** -students can correspond electronically with students or staff at CCCS.

**Other Applications** that may be identified as supporting our teaching and learning.

Using Google Apps for Education tools and services allows students to work collaboratively and communicate via email with other students and teachers. These services are entirely online and are available 24 hours a day, 7 days a week from any Internet-connected computer.

Examples of student use include online showcasing of class projects, building an electronic portfolio of school learning experiences, working in small groups online, both during and outside of normal school hours, and making presentations to share with others.

CCCS's use of Google Apps for Education is solely for educational purposes. For that reason, the advertising is turned off when CCCS students access Google Apps for Education. Students may also use school provided technology to access other online internet sites and online educational services *with* teacher permission. In some cases, student data and identifiers are stored by a third-party to the school or district. In which case, the public charter school shall put measures in place to help maintain the privacy of student data to the greatest extent possible; however there are things that our outside of our control. If we are made aware of a data breach, parents/guardians will be notified in a timely manner. For more information about the laws that apply to the use of technology in schools, please access <http://www.ed.gov/policy/gen/guid/fpco/ferpa>.

### **Guidelines for the responsible use of Google Apps for Education and other technology by CCCS students:**

1. **Conduct.** Prohibited conduct includes but is not limited to the following: conduct that endangers students or staff or others; conduct that disrupts the orderly classroom or school environment; harassment or bullying, which includes cyberbullying; use of inappropriate language; inappropriate use of electronic devices; and unauthorized access to CCCS systems.

Students may use Apps and other technology tools for personal projects but may not use them for:

- a. unlawful activities
  - b. Inappropriate conduct or other offensive content
  - c. threatening or harassing another person
  - d. Misrepresentation of Coburg Community Charter School or its staff and/or students. Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where student free speech rights may be limited.
2. **Access Restriction & Permission.** *All students (K-8) are issued a school email address.* Access to and use of student email is considered a privilege accorded at the discretion of Coburg Community Charter School. CCCS maintains the right to immediately withdraw student access and use of any online services including email when there is reason to believe that violations of law or school rules have occurred. In such cases, the alleged violation will be referred to an Administrator for further investigation, which could result in disciplinary action and account restoration, suspension, or termination.
  3. **Safety & Security.** Although we supervise this closely and Google does have a powerful content filter in place for email, CCCS cannot assure that users will not be exposed to unsolicited information nor can we guarantee the security of electronic files located on Google systems. In addition,
    - a. students may not post or share personal contact information about themselves or other people. That includes last names, addresses, and phone numbers.

- b. students will let their teacher or other school employee know about any message they receive or conduct that is inappropriate or makes them feel unsafe or uncomfortable.
- c. students are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide his or her password to another person.

#### 4. **Privacy.**

The general right of privacy will be extended to the extent possible in the electronic environment; however, files and other information, including email, sent or received, generated or stored on CCCS servers are not private and may be subject to monitoring. By using CCCS's systems, individual's consent to have their use monitored by authorized school personnel. CCCS reserves the right to access and disclose, as appropriate, all information and data contained or transmitted on CCCS's electronic devices and systems.

Students are strictly prohibited from accessing files and information other than their own unless they are given permission by CCCS staff to work collaboratively with others. Parents/Guardians will have complete access to their student's school email account, Google Applications account, and data stored on all school administered systems upon request. Parents/Guardians are encouraged to learn their student's logins and peruse their student's email and content as part of their parental support of the learning role.

Students who violate the technology policy shall be subject to discipline up to and including expulsion and/or revocation of access to CCCS's electronic systems, including Google Apps and Gmail accounts.

#### **V. TEXTBOOKS, LIBRARY BOOKS, AND SCHOOL PROVIDED EQUIPMENT**

Lost or damaged items will be repaired or replaced at the family's expense. Individual damages will be assessed and appropriate charges made per school policy. Fees should be paid by the last day of the school year.

#### **W. USE OF SCHOOL FACILITIES**

At times Coburg Community Charter School allows other organizations to utilize the CCCS facilities. School-sponsored activities and school-sponsored sport teams will take precedence over any other request. Scheduling of the gym and fields can be made through the Community Coordinator or by completing the Facility Use and Agreement Form available in the office, which is then approved by the Executive Director. Priority is given to those that support the most CCCS students.

*When school facilities are used for practice, games, group activities, etc., students/children not associated with the activity must be closely supervised by an adult in the area of the activity. Guest organizations are expected to utilize the facilities appropriately and are responsible for any damage that may occur.*

## **X. VISITOR POLICY/CLASSROOM OBSERVATIONS**

Per Covid-19 guidance, August 2022, classroom volunteers must share proof of vaccination or have applied for and received an exemption through the CCCS Executive Director. Face masks and other mitigating measures may be required based on the most current recommendations and requirements.

Parents/Guardian and other visitors are encouraged to visit Coburg Community Charter School. All persons not enrolled as students must have at least 24 hours prior approval from administration before visiting. Please email the Executive Director or Dean of Students to arrange a visit. In order to create a consistent school atmosphere for learning, parents/guardians wishing to observe a class should schedule their visit with the classroom teacher as well as contact administration for permission. When you check in at the office, you are required to sign in and pick up a visitor or volunteer identification badge. Visitors will be asked to remain in specified areas while on site and/or be supervised by school personnel. *In accordance with Federal and State law, visitors may not share information about other students that they have observed during their visit.*

Please leave lunches, messages, etc. for your child at the school office rather than going to their classroom. Parents/Guardians picking up a student early or dropping them off late must also report to the office and not to the classroom. Students will be sent to the office for you. Students are not allowed to leave the school grounds during school hours unless the parent or guardian comes to the school and signs them out. Please follow the above procedures for the safety of all of our students.

## **Y. VOLUNTEERS**

Volunteers are a wonderful asset to Coburg Community Charter School. Not only do they lend a helping hand in our classrooms and school building, they show students through their participation at school that they believe education is important. Coburg Community Charter School encourages every parent, guardian, grandparent, aunt, uncle, and community members to take a special interest in the lives of Coburg Community Charter students. Volunteers can be mentors and tutors in the classroom; can assist with facilities and grounds, fundraisers, or special events (like Skills Days). All persons volunteering at Coburg Community Charter School must comply with the Volunteer Code of Conduct. All volunteers must complete a volunteer training, pass a background check (annually), and sign the CCCS Privacy Statement & Volunteer Confidentiality Agreement **at least 5 business days prior** to volunteering (please note: processing for background checks may take more than a week).

For this school year, CCCS asks that each family volunteers a minimum of 20 hours. *CCCS is committed to supporting families in finding creative ways to give back to our community through volunteerism. If you have questions or ideas about how to volunteer, please check out the volunteer board across from the school office or contact Katie Brushett by email: [community@coburgcharter.org](mailto:community@coburgcharter.org).*

To reduce distractions and for the safety of all students at Coburg Community Charter School, we ask that non-school age children remain with parents/guardians at all times.

Under NO CIRCUMSTANCE is it acceptable for a parent/guardian volunteer to confront a teacher about an issue in the classroom or any other part of school when students are present.

## VOLUNTEER CODE OF CONDUCT

Volunteers at Coburg Community Charter School shall:

- Attend a volunteer training.
- Be on time and reliable in fulfilling volunteer commitments.
- Exercise kindness while volunteering for Coburg Community Charter School.
- Respect and abide by the confidential nature of anything seen or heard while volunteering. Strict confidentiality is required.
- Conduct themselves in a professional and fair manner, without partiality to individual students, including your own.
- Motivate students to work and help them succeed in school.
- Graciously accept direction and correction from staff members for whom they are volunteering.
- Acknowledge the teacher as the authority in the classroom.
- Discuss any questions or concerns with the teacher privately regarding any issues related to a student or classroom.
- Be respectful of the classroom by not disrupting a teacher's instructional time or student's learning.
- Dress modestly and appropriately for a school environment (i.e. midriff covered, no short shorts or skirts, no spaghetti straps).
- Wear a volunteer name tag at all times when volunteering at the school.
- Sign in and out at the school office when volunteering at the school.
- Ensure that all children accompanying the volunteer on school premises are supervised at all times.
- Arrange for a replacement in the event the volunteer cannot meet their scheduled obligation.
- Call the school 24 hours in advance (when possible) to inform the teacher of any volunteer replacements.
- Comply with school procedures for transporting students.

Any questions or comments regarding the Volunteer Code of Conduct should be discussed with the appropriate person including the community coordinator, classroom teacher or school administration.

### **Z. WEATHER/ EMERGENCIES**

As a general rule, Coburg Community Charter School follows Eugene School District 4J directives when the decision is to close or start school late. If Eugene 4J calls for a late start on a Friday, CCCS will not be in session due to our early release schedule. Announcements are made at approximately 6:30 a.m. on the local radio and television stations and on the Eugene 4J website. Realizing that some families come from outside the 4J boundaries and that adverse weather can cause outlying districts to close, parents/guardians are relied upon to use their judgment in those cases. It may also be the case, that due to our location, CCCS may make a decision that differs from Eugene 4J.

If CCCS is closed for more than three days due to weather, days will be added back to the instructional calendar in the following order as needed: 4/3, 6/16, 6/19, 6/20, 6/21-22

### **School-Family Partnership Agreement**

As parents and guardians, you have made CCCS your "school of choice". We know you

desire the very best for your student(s) in educational programs and school culture. It is with this in mind that CCCS strives to provide “above and beyond” the state funding we receive when it comes to school programs. Each year we dedicate significant amounts of funding that support regular physical education four days a week, social and emotional learning (SEL), band, art, library and more. Our Directors and Staff are all dedicated to helping meet your student’s educational needs. In return, we ask you to make a commitment to help fulfill our Mission and Vision. CCCS Board and staff believe that every good endeavor demands time and effort and we hope you will partner with us as follows.

As parents/guardians we understand and agree:

To abide by CCCS Charter School’s policies and procedures in the Parent/Guardian & Student Handbook.

That our child will abide by the dress code at all times or staff may give them proper attire to wear. If this is a financial inconvenience, we agree to complete the appropriate paperwork that will assist with this need and turn it into the school office.

To send a healthy lunch, snacks and drinks with our child(ren) each school day. If this is a financial inconvenience, we agree to complete the appropriate paperwork and return it to the school office.

That when our child is sick or is gone for vacation, it is our responsibility to ask the teacher for homework, giving ample notice to teachers to prepare make-up work (preferably giving the same number of days in advance notice as the planned absence length; please be sure to fill out a Planned Absence Form when you know your student will be missing school).

That our child’s education is not the sole responsibility of the teacher, but rather a partnership created between the school and the family; therefore, we are responsible to help our children and the classroom teacher whenever possible in both academic and social/behavioral areas.

That if we have a complaint, we will follow the Charter School policy on complaint procedures (CCCS Board Policy KL).

## **CCCS Board Policies**

- A. **Public Complaint Procedure (KL)**
- B. **Sexual Harassment Policy and Complaint Form (JBA\_GBN)**
- C. **Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, and or Domestic Violence – Student Policy (JFCF)**
- D. **Reporting of Suspected Abuse of a Child (JHFE)**
- E. **Student Rights and Responsibilities (JF\_JFA)**
- F. **Graduation Requirements (IKF)**
- G. **Education Records/Records of Students with Disabilities (IGBAB\_JO)**
- H. **Medications (JHCD\_JHCDA)**
- I. **Parent Rights (KAB)**

**V. SIGNATURE PAGE**

**Coburg Community Charter School 2020-21  
PARENT/GUARDIAN AND STUDENT HANDBOOK**

Under FERPA and corresponding Oregon law, I understand that a student’s education records are protected from disclosure to third parties except as permitted by law (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>) and my consent for such disclosure below. I understand that my student’s educational records stored in Google Apps for Education and select third-party entities may be accessible to someone other than my student and the public charter school by virtue of this online environment. I understand that by participating in Google Apps for Education and third-party online educational services information about my child will be collected and stored electronically. I understand that I may ask for my child’s account to be removed at any time.

I also understand that I have the right to inspect instructional materials used as part of the education curriculum.

By signing below, I acknowledge and confirm that I have read and understand this handbook and agree to abide by these guidelines. I also give consent to allow my student’s education record to be stored by Google and other third-party online educational service providers as needed to support classroom instruction.

If I have any questions regarding the items in this handbook I have been given the opportunity to discuss them with school staff and my questions have been answered. I also understand that Coburg Community Charter School may make changes to the Parent/Guardian and Student Handbook at anytime. When such changes are made, the school will communicate the changes to families via email. **Please sign and return by September 12, 2022.**

**\*\*\*\*Please print, sign and return this form to the office, or go to the following link to provide an electronic signature: [CLICK LINK HERE](#).\*\*\*\***

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_