



2024-2025 PARENT/GUARDIAN AND STUDENT HANDBOOK

Coburg Community Charter School
91274 N. Coburg Road
Coburg, OR 97408

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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.

Website Address: www.coburgcharter.org
General Email: office@coburgcharter.org

Dave Wallace, Executive Director: director@coburgcharter.org
Alissa Chase, Associate Principal: a.chase@coburgcharter.org
Melodi Jayne, Business Manager: business@coburgcharter.org



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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:

- Encouraging and ensuring regular and on time school attendance so together we can make every day count.
- 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 2023-24 school year will be about \$465,000, or about \$2000 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, technology supplies, butcher and poster paper, library books, supplies for music, P.E., electives, 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 2024-25 school year, supply fees are \$150 for each student. We are also asking families to consider donating an additional \$200 to CCCS to help “close the gap” and support the fees payments for families that may need a little help. Families that qualify for free/reduced lunch can have supply fees waived. If you would like to set up a payment plan or learn more about qualifying for free/reduced lunch, please contact the CCCS Business Manager, Melodi Jayne, at 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.

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 contact Katie Brushett at community@coburgcharter.org.

III. STAFF DIRECTORY

Admin	Executive Director	Dave Wallace	director@coburgcharter.org
	Associate Principal	Alissa Chase	a.chase@coburgcharter.org
	Business Manager	Melodi Jayne	melodi.jayne@coburgcharter.org
Office	School Counselor	Eva Miller	e.miller@coburgcharter.org
	Secretary	Danielle Hauser	office@coburgcharter.org
	Secretary	Charity Wright	office@coburgcharter.org
Teachers	Kindergarten	Eliya Dunmire	e.dunmire@coburgcharter.org
	First Grade	Elise Boyum	e.boyum@coburgcharter.org
	Second Grade	Elyse Smith	e.smith@coburgcharter.org
	Third Grade	Lissa Rutter	l.rutter@coburgcharter.org
	Fourth Grade	Melissa Sepulveda	m.sepulveda@coburgcharter.org
	Fifth Grade	Liz Schneider	e.schneider@coburgcharter.org
	Sixth Grade	Alyson Young	a.young@coburgcharter.org
	Seventh Grade	Michelle Epperson	m.epperson@coburgcharter.org
	Eighth Grade	Beth Monterrosa	b.monterrosa@coburgcharter.org
	Intervention Specialist	Kasey Rubash	k.rubash@coburgcharter.org
	PE Specialist		@coburgcharter.org
	Math Specialist	Katelyn Owen	k.owen@coburgcharter.org
	Reading Specialist	Jasmine Sepulveda	jasmine.sepulveda@coburgcharter.org
	Building Wide Educator	Callie Derosia	c.derosia@coburgcharter.org
Support Staff	Community & Volunteer Coordinator	Katie Brushett	community@coburgcharter.org
	Technology Coordinator	Donavan Vickers	d.vickers@coburgcharter.org
	Educational Assistant	Jon Russell	j.russell@coburgcharter.org
	Educational Assistant	Jamie Parks	j.parks@coburgcharter.org

	Educational Assistant	Moy Jayne	m.jayne@coburgcharter.org
	Educational Assistant	Melissa St. Clair	mstclair@coburgcharter.org
	Educational Assistant	Tatum Jacobson	t.jacobson@coburgcharter.org
	Chef/Kitchen Manager	John Sepulveda	j.sepulveda@coburgcharter.org
	School Caretaker	Kyler Loflin	k.loflin@coburgcharter.org
4J Educational Support Staff	Special Education Teacher	Kristine Foster	k.foster@coburgcharter.org
	Special Education EA	Samantha Russell	s.russell@coburgcharter.org
	Speech	Eric Lame	e/lame@coburgcharter.org

Contact person for the following areas of concern:

Sexual Conduct Reports - Dave Wallace (Executive Director)

Abuse Reports

- For student related concerns, contact Eva Miller (School Counselor) or Alissa Chase (Associate Principal)

- For staff related concerns, contact Dave Wallace (Executive Director).

Americans w/ Disabilities officer - Dave Wallace (Executive Director)

504 officer - Eva Miller (School Counselor) or Alissa Chase (Associate Principal)

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 Alissa Chase (Associate Principal)

IV. DROP OFF AND PICK UP SCHEDULE

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

Front Office and South Entry Doors Open 8:00 a.m.

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

* **Exterior Doors Close, report to office 8:10 a.m.**

Dismissal (Monday-Thursday)

* **Kindergarten, First and 2nd Grade 3:05 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.**

V. 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 third 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 emails. All board meetings are open to the public. Time for public comment is provided at the beginning and end of every meeting.

Our Mission

Coburg Community Charter School is a partnership amongst students, parents, teachers, and the community. Creating a small community school environment serves as the foundation for individual student success and character development; we believe a sense of belonging and community engagement are essential for student success.

Our Vision

Grounded in community, our students are inquisitive, life-long learners who are respectful, confident and are aware of how they belong and flourish in their community and the world.

Our Values

- We value belonging and community engagement made possible through strong partnerships amongst parents, educators, students, and our community.
- We value integrity, curiosity, compassion, confidence, and respectfulness by prioritizing emotional intelligence and social awareness.
- We value educator empowerment and creativity as primary influences in developing inquisitive learners.

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 social/emotional learning. CCCS Educators are empowered to use a variety of resources to ensure our students attain high levels of learning of the Oregon State Standards. The following curriculum are integrated into our instructional programs:

	Math	ELA	Character/Social and Emotional Learning (SEL)/Health	Science/ Social Studies
K-5	McGraw Hill - Reveal	Savvas MyView	Character Strong The Great Body Shop	McGraw Hill - Inspire Core Knowledge
6-8	McGraw Hill - Reveal	Savvas My Perspectives	Character Strong 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](#) (Character Strong, The Great Body Shop, OWL)
- [Human Sexuality](#) (The Great Body Shop, OWL, Hope and Safety Alliance, Planned Parenthood)
- [Digital Citizenship/Internet Safety](#) (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 and other resources, we utilize the "... Without Tears" programs for handwriting and keyboarding, and our math and ELA programs are supplemented by IXL, Learning Ally, and other resources.

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 a selected series of Fridays.
- * Community Days: Organized series of Fridays in which students leave the school in mixed interest groups to learn about the community - businesses, careers, attractions, locations...
- * 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.

VI. ANNUAL SCHOOL CALENDAR



Coburg Community Charter School 2024/25 Calendar

Month	M	T	W	TH	F	Notes
July	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
	29	30	31			
Aug.				1	2	• 27 Staff reports
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
Sept	2	3	4	5	6	• 2 Labor Day • 3 Teacher prep • 4 First Day 1-8, • 4-6 5 First full day Kindergarten
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					
Oct.		1	2	3	4	• 11 Professional Development Day
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31		
Nov.					1	• 11 Veterans Day • 25&26 Parent/Teacher Conferences • 27 PD Day • 28-29 Thanksgiving break
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	
	25	26	27	28	29	
Dec.	2	3	4	5	6	• 12/23 -1/3 Winter Break
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30	31				
Jan.			1	2	3	• 6 Return • 20 MLK Jr. Day • 30 End of semester • 31 Grading Day
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
Feb.	3	4	5	6	7	• 3 PD Day • 4 Start of 2nd semester • 17 Presidents Day
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
Mar.	3	4	5	6	7	• 24-28 Spring Break
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
	31					
Apr.		1	2	3	4	• 18 PD Day
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			
May				1	2	• 26 Memorial Day
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	
June	2	3	4	5	6	• 12 Last 1/2 day for students • 13 Teacher grading day
	9	10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					
186 Teacher days						174 Student days

School not in session	First/Last day of school
No School: Professional Development Day	No School: Grading Day
Parent/Teacher daytime conference	

After 3 Inclement Weather Days, the days will be made up in this order, schedule permitting: Feb. 17, April 18, June 13

VII. 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 at school on time.

The Oregon Department of Education has put an emphasis on the importance of regular school attendance, has provided resources which can be found at [this link](#), and include it as a key feature on the annual state report card. Students that miss 15 or more days of school at CCCS, as reported in half day increments, for any reason are labeled as “chronically absent” by the state for reporting purposes.

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.

Student is ABSENT:

If a student is going to be absent, please call or email by 7:30 on the day of the absence. 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.

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 and office at office@coburgcharter.org (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.

Student is LEAVING EARLY or CHANGES TO PICK UP PLAN:

1. Parent/guardian should call the office at least 30 minutes beforehand
 2. The office will coordinate communication to teacher as needed
- * Calls after 2:45 should only happen for emergency situations; coordination of communications during end of day routines and student movement can result in missed connections and safety concerns.

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. 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 the bottom of the wait list.

EXCUSED AND UNEXCUSED ABSENCES

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 and, the absence recorded as unexcused.

Coding for excused and unexcused absences is coordinated with Eugene 4J and state requirements for consistency and reporting. In general, absences that are medically excused, for medical appointments, or called in as sick are coded as *excused*. All other absences, including vacation/prearranged, are coded 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. 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, at least 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 may become due the first day back in class depending on the absence plan developed beforehand.

TARDY

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 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. Parents/guardians and students should make every effort to arrive on time. 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;
- * Health or dental appointments. (Confirmation of appointments may be required.)

All other ATEDs are considered unexcused unless prearranged and approved by CCCS, this includes family vacations during school days and oversleeping.

B. BULLYING / HARASSMENT (CCCS Policy JFCF and JFCF-AR)

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 the parties involved..** 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 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. CCCS does offer an electronic reporting survey option called the [Upstander Mailbox](#).
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 behavior choices 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.
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 are encouraged to report such information to the 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 our [Upstander Mailbox](#) or SafeOregon; information is on our website and can be accessed through a school installed bookmark. Parents may report concerns to a teacher or administrator.

If 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](#).

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, 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.

1st Incident - Warning	Student is warned. Student puts away phone or electronic device.
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2nd Incident- Temporary Confiscation	If, during the same day, the phone or electronic device is out again without explicit permission for an academic task, it will be taken away. The student will bring phone to the office to be logged. Student collects device at the end of the day.
3rd Incident - Plan of Action	If device has been confiscated previously that week and device is used/out again, it will be confiscated (without 1st warning). The parent/guardian will be contacted. Phone will either stay home for the next five school days or be checked in at the office for five school days.

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 Policy KL & KL-AR](#))

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 may use planners as another form of school to home communication.

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 oftentimes will aggravate it. It is important that we model appropriate problem solving behavior for our children. We ask that you learn all 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 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 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. Teachers model, teach, reteach, and review the school-wide expectations throughout the school year with their students.

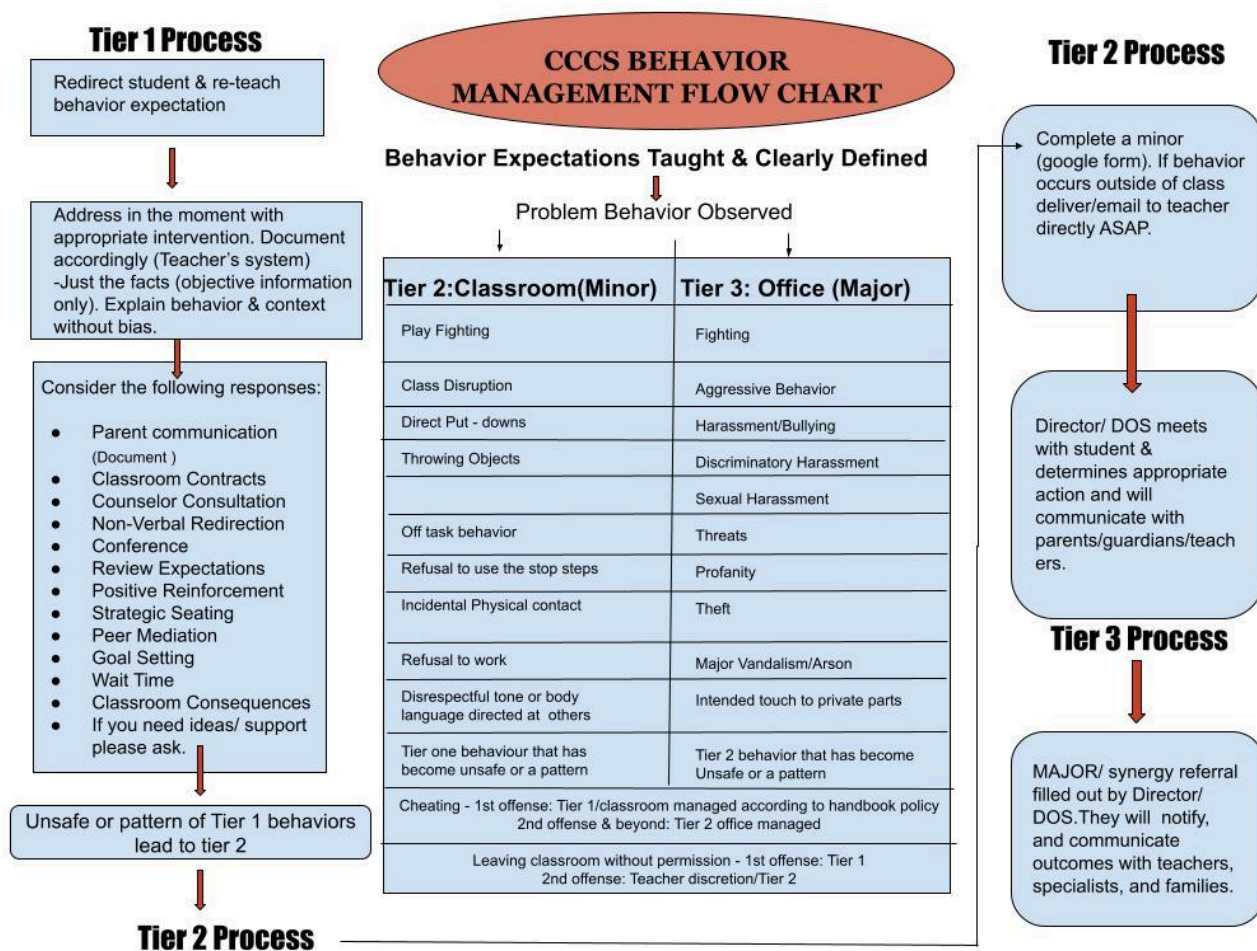
The PBIS system offers supports to students in a three tiered approach. Below you will find a table showing how we are supporting students in the tiered interventions throughout the school

<p style="text-align: center;">Tier 1</p> <p>Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.</p>	<p style="text-align: center;">Tier 2</p> <p>Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.</p>	<p style="text-align: center;">Tier 3</p> <p>At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student’s need.</p>
<ul style="list-style-type: none"> ● Assemblies monthly ● Character traits monthly ● MS student of the month ● Character Strong SEL Curriculum ● Monthly booster ● Goldies monthly(Class) ● Classroom acknowledgment ● Teaching B’s/ Expectations ● Morning Meetings ● Giddy Ups & Coburg coupons 	<ul style="list-style-type: none"> ● Counselor groups ● Behavior plans ● Buddy break class ● CICO ● Parent communication ● Minor ● Situational ● Restorative practices ● SST team meets/ plans 	<ul style="list-style-type: none"> ● 1-1 counseling meetings ● Functional Behavior Assessment ● IEP/504 referral ● Parent conferences and connections to supports ● Major referrals

Coburg Community Charter School Behavior Management

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

Intervention Plan Flow Chart



If a behavior subsides but reoccurs at a later date, the intervention plan resets to the first step and proceeds from there. **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, 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.

Students with repeated behavioral choice challenges will be referred to the Student Services Team (SST) and a behavior improvement plan will be developed and coordinated with parents/guardians.

Coburg Community Charter School Behavior Management

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

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 referrals:

Restorative:

- Reading or writing a paper on the topic
- An apology to victim
- Project and/or presentation
- Community service/restitution

Situational consequences:

- Conference with a student
- A verbal or written warning/reprimand
- Loss of privilege
- Loss of break/recess periods
- Time in office
- A parent/student/school administration conference
- Exclusion from field trips or extracurricular activities
- Harassment warning and/or Cease & Desist Contract
- 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, alcoholic beverages, nicotine and/or nicotine delivery devices, 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

The CCCS dress code was designed to encourage a team and community atmosphere fostering school pride, and to create a sense of belonging in our school environment. 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.

At CCCS, we believe the dress code minimizes peer pressure and reinforces our school values. The dress code is intended to promote learning in an environment that is safe, respectful, and focused on education and personal growth.

2024-25 Coburg Community Charter School - Dress Code

All clothing worn in the classroom, with the exception of Coburg Bronco Wear and shoes, 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.

Collared Shirts: A solid *Navy Blue, White, Black, Grey, Kelly or Forest Green, Denim, or Khaki* 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 (tops): *Navy Blue, White, Black, Grey, Kelly or Forest Green, Denim, or Khaki* solid color, long or short sleeve undershirt (completely free of designs) may be worn under collared shirts or Bronco Wear.

Sweaters, Hoodies, Sweatshirts, Fleeces: *Navy Blue, White, Black, Grey, Kelly or Forest Green, Denim, or Khaki* 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. We encourage the layering or sweatshirt/sweater/fleece options stated above.

Pants: *Navy Blue, White, Black, Grey, Kelly or Forest Green, Denim, or Khaki* solid color pants may be worn. All pants must be completely free of “bling”, logos or embellishments.

**No sweatpants, pajama pants, leggings (except when layering), athletic shorts or athletic pants may be worn in the classroom.

Shorts/skirts/dresses/jumpers/overalls: *Navy Blue, White, Black, Grey, Kelly or Forest Green, Denim, or Khaki* solid color skirts, shorts, dresses, jumpers, or overalls must be worn with a collared shirt or Broncowear with visible logo.

Skirts, shorts, dresses, jumpers or overalls must be mid-thigh length or longer. To allow for active school participation and play, skirts, dresses, and jumpers must be worn with leggings, tights, or

shorts underneath.

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

Socks and Layering (bottoms): Tights or leggings may only be worn as a layer beneath a skirt, shorts, dress or jumper. Solid *Navy Blue, White, Black, Grey, Kelly or Forest Green, Denim, or Khaki* socks, tights or leggings must be free of any graphics, designs or logos.

Shoes: All students must wear non-marking, athletic shoes in the classrooms that are appropriate for safe and active learning. This means a tennis shoe with complete foot coverage, including the top and heel of the foot.

Boots are acceptable footwear on the playground, in the garden, and on outdoor field trips.

Accessories:

- All jewelry must be discrete and understated. For safety reasons, dangling earrings are not permitted.
- No scarves, hats, sunglasses, or other clothing accessories may be worn in the classroom.
- Headbands or hair accessories may only be solid/plain dress code colors with no embellishments, glitter, sequins, logos, or graphics of any kind.
- Belts may only be solid/plain dress code colors with no embellishments, glitter, sequins, logos, or graphics of any kind.

Exceptions: Some students may require special exceptions due to their individual needs. Exceptions can be identified in an IEP or 504 plan, or with special permission of an administrator. In case of the latter, a plan will be developed between families and administration which will include temporary exceptions to pieces of the dress code, with steps to help the student progress to a point they are able to adhere to all CCCS expectations. Exceptions will be provided for identified/diagnosed needs, not preferences.

* On occasion classrooms may have special dress days as a celebration. Expectations for those events will be shared by the classroom teacher(s) in advance.

Compliance: Students and families are expected to comply with the dress code as outlined above. Students are expected to choose clothing and accessories that support our school values. Students and families may be reminded of the expectations if clothing or accessory choices do not adhere to dress code policy. Students may be asked to change clothing and/or remove accessories. Disciplinary action will result after repeated instances of non compliance.

Availability: Clothing, with the exception of Bronco Wear, does not have to be purchased from any specific vendor. Bronco Wear can only be purchased during school wide sales. Gently used dress code apparel is available through the on-site Clothing Closet for all families to purchase year-round (typically \$1-2 for items).

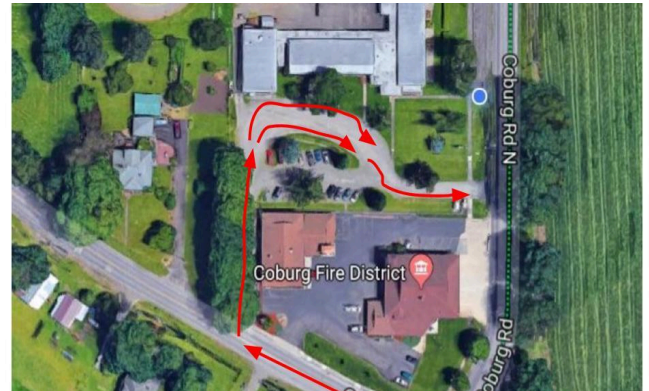
Families in need of assistance please contact the school office for information at office@coburgcharter.org or 541-344-4113 or our Business Manager, Melodi Jayne, at melodi.jayne@coburgcharter.org or 541-344-4113 ext 202.

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**
 - **All family members should be out of the building by 8:10 so the day can start without distraction**



Dismissal

School is dismissed at the following times:

<u>Dismissal</u>	<u>Mon-Thurs.</u>	<u>Friday</u>
K-2nd	3:05 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. *

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 a 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 checks.
- 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 most 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 a 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 the best research and our own educator expertise, the value of homework increases as students increase in age. As such, students will have a gradual increase in homework load over the course of their time here at CCCS. Each teacher develops 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 purposes are:

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. Students should be reading each evening for at least 20 minutes. 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.

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.

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.

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 100.4 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 100.4 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.

As directed by the ODE: "Restrictable diseases require school exclusion. If the student or staff has any of the following diseases, then clearance by the local public health authority is required before the individual returns to school: chickenpox, diphtheria, Hepatitis A, Hepatitis E, measles, mumps, pertussis (whooping cough), rubella, Salmonella enterica serotype Typhi

infection, scabies, Shiga-toxigenic E. coli (STEC) infection (O157 and others), shigellosis, and infectious 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.







Symptom-Based Exclusion Guidelines

(Most current guidance from OHA and ODE as of August 1, 2023)

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.

PLEASE KEEP STUDENTS WITH SYMPTOMS OUT OF SCHOOL

This list is school instructions, not medical advice. Please contact your health care provider with health concerns.

SYMPTOMS OF ILLNESS	THE STUDENT MAY RETURN AFTER...
 Fever: temperature of 100.4°F (38°C) or greater	*The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses. *Fever-free for 24 hours without taking fever-reducing medicine.
 New cough illness	* Symptoms improving for 24 hours (no cough or cough is well-controlled).
 New difficulty breathing	* Symptoms improving for 24 hours (breathing comfortably). <i>Urgent medical care may be needed.</i>
 Diarrhea: 3 loose or watery stools in a day OR not able to control bowel movements	*Symptom-free for 48 hours OR with orders from doctor to school nurse.
 Vomiting: one or more episode that is unexplained	*Symptom-free for 48 hours OR with orders from doctor to school nurse.
 Headache with stiff neck and fever	*Symptom-free OR with orders from doctor to school nurse. Follow fever instructions above. <i>Urgent medical care may be needed.</i>
Skin rash or open sores	*Symptom free , which means rash is gone OR sores are dry or can be completely covered by a bandage OR with orders from doctor to school nurse.
Red eyes with colored drainage	*Symptom-free , which means redness and drainage are gone OR with orders from doctor to school nurse.
Jaundice: new yellow color in eyes or skin	*After the school has orders from doctor or local public health authority to school nurse.
Acting differently without a reason: unusually sleepy, grumpy, or confused.	*Symptom-free , which means return to normal behavior OR with orders from doctor to school nurse.
Major health event , like an illness lasting 2 or more weeks OR a hospital stay, OR health condition requires more care than school staff can safely provide.	*After the school has orders from doctor to school nurse AND after measures are in place for the student’s safety. Please work with school staff to address special health-care needs so the student may attend safely.

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).** Students in possession of medications without administrative approval will be subject to disciplinary action up to and including suspension or possible expulsion depending on the frequency and/or severity of the situation.

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 grading period. 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/guardians 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 for 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/guardians of the students involved.

N. Public Display of Affection

CCCS recognizes their obligation to provide a safe and secure learning environment. We strive to provide all students an environment free of embarrassment or discomfort because of others displaying unacceptable public displays of affection.

Therefore, all students are expected to refrain from unacceptable public displays of affection whether in school, on school grounds, on busses, or at any district sponsored event, on campus or elsewhere.

Unacceptable public displays of affection include, but are not limited to, any prolonged embracing and/or kissing, inappropriate touching, and touching of a sexual nature.

Unacceptable public displays of affection at school are in poor taste, disruptive to the educational environment, and may violate sexual harassment laws. Students who violate this policy may be subject to disciplinary action.

O. RECESS/BREAKS

Students have two scheduled recess/break sessions Monday-Thursday, and one on Fridays. Students are expected to be dressed for outside play during these times. Teachers may schedule additional breaks within the classroom as needed.

P. REPORT CARDS

Report cards are issued at the end of each semester and progress is discussed in the middle of the fall grading period (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. Middle school students and families also have access to StudentVUE and ParentVUE for ongoing grade/progress monitoring.

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.

Q. 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.

R. 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.

Candy, soda, energy drinks, powdered appetite suppressants, and other snacks high in sugar and/or highly processed should not be brought to school. Please check with your child's classroom teacher for classroom specific policies on food and its role in classroom celebrations.

S. 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 Science in grade 5 & 8 and 11, and report on student participation and performance. Some students with disabilities take the alternative Oregon Extended Assessment. These tests assess our school as well as school and individual student progress toward meeting Oregon state standards.

While CCCS strongly encourages students and families to take the exams, ORS 329.479 permits parents to annually opt out of these tests for any reason by submitting an annual form to the school. 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.

OSAS state testing individual student reports for will be included with the end of year report cards, provided they are available at that time from ODE.

T. STUDENT INFORMATION/RECORDS (Policy JO/IGBAB)

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/Guardians or eligible students who wish to inspect their child's or their education records should submit to the school director a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent/guardian 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/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy

rights under FERPA. Parents/Guardians or eligible students who wish to request an amendment of their child's or their education record should write the school executive director, 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/guardian or eligible student, the parent/guardian 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/guardian 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 executive director by the parent/guardian, student 18 years of age or emancipated student within 15 days of annual public notice. A parent/guardian 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 the direction of the executive director.

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 FERPA. A copy of the public charter school's education records policy may be obtained by contacting the school office.

U. 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.

V. TECHNOLOGY

Coburg Community Charter School's technology serves the purpose of enhancing educational opportunities and achievements for its students. Integrating technology into education is essential for equipping 21st Century learners with the skills needed for higher education and the workplace. Additionally, technology supports staff professional development and increases engagement among students' families and the school community, positively impacting student achievements. This policy aims to ensure access to school technology in a safe environment. Recognizing the rapid changes in technology and the need for guidance, the administration or designee is responsible for establishing and updating procedures to effectively implement this policy.

Guidelines for the responsible use of Internet and other education and information technologies 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 Internet and other school provided information technologies as 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
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.

- 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.
- e. students may not post or share personal contact information about themselves or other people. That includes last names, addresses, and phone numbers.
- f. 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.
- g. 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.

- a. 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.
- b. 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.

5. **Student Responsibilities**

- a. All devices must be treated with care and kept clean.
- b. The student is expected to charge the device overnight. The device should be secured or attended (within sight) at all times and in a safe location.
- c. Students should check regularly for updates and restart Chromebook as needed.
- d. Students should regularly clean out any files stored to the hard drive of the device, especially photos and downloads.

- e. Students should not attempt to remove or change the physical structure of the device. This includes removing the rubber bumpers on the screen and bottom of the device, or adding stickers to the cover of the device without teacher permission.
- f. Do not remove or interfere with the serial number or any identification placed on the device.
- g. The school will provide materials for cleaning/sanitizing the device.
- h. The student should not eat or drink while using the device. Water bottles should be kept clear of the device, preferably on the floor.
- i. When transporting, chromebooks should be closed and secure.

Google for Education apps, additional Google apps and third party apps

At Coburg Community Charter School, we use Google Workspace for Education, and we provide and manage a Google Workspace for Education account for your child. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. Students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, and learn 21st century digital citizenship skills.

Using their Google Workspace for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://workspace.google.com/terms/user_features.html):

<i>Assignments</i>	<i>Calendar</i>	<i>Classroom</i>	<i>Drive and Docs</i>
<i>Gmail</i>	<i>Google Meet</i>	<i>Google Chrome Sync</i>	

Students may be given access to other Additional Services as approved by administration or designee. A note regarding Youtube, students' access to youtube is for educational purposes only, monitored by CIPA (Child Internet Protection Act) compliant content filtering and other technology that monitor searches, and content is limited to what is allowed by Google's restricted mode. This feature can help screen out potentially mature content.

Further, we allow students to access additional third-party services with their Google Workspace for Education accounts. Our school administrator enables access to these third-party services with your student’s Google Workspace for Education account, and authorizes the disclosure of data, as requested by the third party services. Google provides information about the information it collects, as well as how it uses and discloses the information it collects from Google Workspace for Education accounts in its Google Workspace for Education Privacy Notice.

https://workspace.google.com/terms/education_privacy.html

If you have questions about our use of Google’s Google Workspace for Education accounts or the choices available to you, please contact school administration. If you want to learn more about how Google collects, uses, and discloses personal information to provide services to us, please review the Google Workspace for Education Privacy Center (at <https://www.google.com/edu/trust/>), the Google Workspace for Education Privacy Notice (at https://workspace.google.com/terms/education_privacy.html), and the Google Privacy Policy at <https://www.google.com/intl/en/policies/privacy/>), and the Google Cloud Privacy Notice at (<https://cloud.google.com/terms/cloud-privacy-notice>). The Core Google Workspace for Education services are provided to us under Google Workspace for Education Agreement

https://www.google.com/apps/intl/en/terms/education_terms.html) and the Cloud Data Processing Addendum (as <https://cloud.google.com/terms/data-processing-addendum>).

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, Coburg Community 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 are 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>.

W. 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.

X. USE OF SCHOOL FACILITIES

At times Coburg Community Charter School allows other organizations to utilize the CCCS facilities. School-sponsored activities will take precedence over any other request. Scheduling of the gym and fields can be made through the Executive Director or designee and by completing the Facility Use and Agreement Form available in the office or online, which is then reviewed and may be 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. Reasonable costs for cleaning/maintenance may be assessed.

Y. VISITOR POLICY/CLASSROOM OBSERVATIONS

Parents/Guardians and other visitors are encouraged to visit Coburg Community Charter School so long as it is not a disruption to the learning environment. All persons not enrolled as students must have at least 24 hours prior approval from administration before visiting. Please email the Executive Director or Associate Principal 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 visitors check in at the front kiosk, they are required to sign in, print and wear the volunteer identification badge/sticker in a location easily observed by staff and students. 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/guardian comes to the school and signs them out. Please follow the above procedures for the safety of all of our students.

Z. 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 volunteer 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 contact Katie Brushett by email: 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:

- Complete required Vector 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 or front kiosk when volunteering at the school.
- Ensure that all children accompanying the volunteer on school premises are

- supervised at all times.
- Arrange for an approved 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 administrator.

AA. 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 most likely will not be in session due to our early release schedule; CCCS will not run a late start on Fridays. 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. *CCCS may make a decision that differs from Eugene 4J.*

All cancellations or late starts will be communicated from CCCS administration via email and the group text system. Please don't assume 4J announcements necessarily dictate CCCS weather or emergency related decisions.

If CCCS is closed for more than three days due to weather, days will be added back to the instructional calendar as indicated on the calendar and in CCCS communications.

Viii. School-Family Partnership Agreement

As parents/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, music, social and emotional learning (SEL), library and more. Our Executive Director 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 Coburg Community 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 \(JO/IGBAB\)](#)**
- H. [Medications \(JHCD_JHCDA\)](#)**
- I. [Parent Rights \(KAB\)](#)**

IX. SIGNATURE PAGE

Coburg Community Charter School 2024-25 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 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 any time. When such changes are made, the school will communicate the changes to families via email. **Please sign and return by September 8, 2024.**

*****Please print, sign and return this form to the office, or complete the appropriate section of the online [2024-25 Student Registration Forms](#)*****

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Signature: _____ Date: _____