



Community Newsletter

March 2025

Greetings CCCS Community Members,

Thanks for taking the time to read this newsletter each month or so. This one is a little shorter than the last, so please check back with January's newsletter if you didn't see it prior. That being said, we have some really good information this time and each article/section is worth the time to read and be informed.

We have completed our annual re-enrollment and sibling/new student lottery process, and for the second year in a row have full classes with waitlists at each grade level. If your family chooses a different school for next year we just ask that you let us know as soon as possible so we can let the next family know—as we all know, the place we send our kids to school affects so many aspects of a family's schedule - the earlier notice the better.

Please remember to regularly check the lost and found, the busy calendar to the right, and as always please feel free to contact me directly at director@coburgcharter.org.

Take care,

Dave Wallace

Important Links/Reminders

- ⇒ [Website and Calendar](#)
- ⇒ [Volunteer Form](#)
- ⇒ [Lunch Program](#)
- ⇒ [PCS webpage](#)
- ⇒ [CCCS Handbook](#)
- ⇒ [CCCS Facebook Page](#)
- ⇒ [CCCS Admissions Page](#)

Upcoming Dates:

- March 6: 8th to Harrold's Dairy
- March 7: New student registration forms due
- March 10: FOC meeting
- March 11: 7th to Green Island
- March 12: 5th—Biz Town
3rd to MNCH
- March 14: Pi Day
- March 17: Board Meeting
- March 18: Advocacy Day in Salem—HB 3444
- March 20: Intervention session 3 ends
Last Bball team in gym for this season
- March 24-28: SPRING BREAK
Gym floor refinishing & other projects
- March 26: 1st grade and Counselor postings close
- March 31: School resumes
- April 5: Hold for Annual CCCS Spring Clean
(Saturday, noon –3)

GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS!

05
17
25

SAVE
THE
DATE

for our annual fundraiser

THE BRONCO BASH
SATURDAY, MAY 17, 2025
SHADOW HILLS COUNTRY CLUB

formal invitation to follow

GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS! • GO BRONCOS!

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CCCS Beautification and Improvement Projects

In last month's email we shared a comprehensive explanation and lists of recent and future projects. This month we will keep it simple. I haven't had folks reach out to me with the couple of requests for contacts or help, so please do so if you can.

:Recent:

- new gravel and extension of gym back parking lot
- acquiring safety/security covers for new HVAC units

Upcoming:

- Hold Saturday, April 5th, for CCCS ANNUAL SPRING CLEAN - grounds clean up from noon to 3
- Front flower bed plantings (hopefully this spring)
- Fields:
 - Tee-ball field clean up (needs volunteers to help till, clean up and re-rake infield)
 - Big field - need help flattening/leveling - anyone have a grader that won't make a mud pit?
 - Soccer Field - looking for thoughts on how to help with this one
- 4J is replacing the roof this summer - I expect lots of activity here in July and August

8th Grade Families

We have started talking with 8th graders about their high school options during the last week of February. We will continue talking with them to try and guide them through how forecasting works and what types of options for classes they have at their chosen high school. We will not be forecasting for them, just talking about requirements and things to look at when their forecasting window opens! If you or your student have any questions, don't hesitate to reach out to Mrs. Miller or Mrs. Chase! We would love to answer your questions!

I have put together a list of schools in the area with some contact info, links to curriculum guides, and some parent night info. I am continuously checking in with the high schools and making sure I have the most recent up-to-date information and links. Some things are still dated for 2024 but will be updated on the links I have provided. If you notice links do not work, feel free to let me know! I'm attaching the flyer so you can look over it with your student!

[High School Info for 8th Graders and Parents \(Updated 2.26\)](#)

OSAS State Assessment and optional opt-out notice

State Assessments are not the only measure of a CCCS student's success, but they are an important measure for the student as well as our school. Last year we were able to get results back in time to share with families before the school year let out. This year we hope to do the same; the scores to help drive the annual school improvement plan.

We strongly encourage all our students to take the state assessments in Spring, as it supports our message to students that *yes, you can do hard things*. Also, lack of participation reflects badly on the state school report card and at our annual charter review meetings with 4J. If you want to opt out please [complete this form](#) return prior to Spring Break

Quick Note on a topic you may have missed—Activity Busses

Community partnership and learning is a foundational concept of this charter school, and as such we want to find ways to get our students out into the community to learn. Each field trip that a teacher organizes takes a significant amount of time for them to coordinate, requires quite a few parent volunteers to take time out of their day, and candidly makes me quite nervous to have 6-10 cars with kids on the road each time.

One option that myself and the Board, in committees and as a whole, are looking into is the possibility of acquiring two 14 passenger Activity Busses for CCCS. There are a lot of details, but it is important for folks to understand that there are regulations and requirements such that it is not as easy as going to the local lot and choosing a van—these requirements cost a good deal of money, but also provide for an especially safe driving/riding situation for our kids.

If this project moves forward you will hear more from me, and we will likely have to do some special fundraising for it - perhaps aligned with Bronco Bash, depending on the timing.



U of O Cheer and Football Team visit CCCS

This was a pretty great assembly, focusing on this month's theme of kindness and wrapping up our kindness challenge. Since KVAL came out I am hoping to see a story on this come out soon, perhaps before I get to send this out. I highly expect your students told you all about it, including the impromptu tunnel for the prize winners and the classroom and playground participation by the players after the assembly.

I want to share a special thanks to Ms. Alexa (Norris) who has done great in her support role here this year, and also helped get this coordinated with UO folks. I also want our community to know how much effort Mrs. Chase has put into this assembly, and continuously improving all our community assemblies this year; furthermore, she has infused our leadership program students into every facet. She and our staff have enhanced our student of the month acknowledgments, and who can forget the dance presentation the kids did thanks to Ms. Sanchez. Thanks for all you for our school!!

Some people like to know what is happening “behind the scenes” at the school, and others jump down to the pictures of the kiddos at the end—both are totally fine. In the interest of transparency and communication I’d like to share a couple key things each month with everyone. I encourage folks to join the [Board meetings](#), talk to a Board member, or contact me however suits you best if you have thoughts or questions.



Board members needed:

The CCCS Board of Directors is now accepting applications to serve on the board beginning with the 2025/26 school year. Additional information and the formal application can be found in the attached or [online](#). **Applications are due by March 14, 2025.**

The ability for CCCS to govern its own affairs through a dedicated board of directors is one of the key characteristics of being a public charter school under Oregon law. It sets our school apart from other public schools. This is a significant responsibility for which we are all grateful. Please consider serving our school by joining the board! If you have any questions, please get in touch with [Mercia Petewon](#), Board President, or [John Barry](#), Governance Committee Chair.

Budget:

The 2025/26 Budget was approved by the Board this month. CCCS is in good financial standing. This is due in no small part to some important decisions that have been made the last couple years, and especially the ongoing support of our families and community with our fundraising, particularly at the Bronco Bash event. Without that support we would not be able to offer the experience we currently do for our kiddos.

Activity Busses/Vans:

This topic was discussed further and some potential costing was shared. This will also be a discussion at the FOC (Financial Oversight Committee) and SPC (Strategic Planning Committee), with an expected presentation brought to the Board in March.

Attendance Rate to date (12/7): 94.5% - we are slipping a bit—please make all efforts to be in school and to schedule vacations during non-school days.

Attendance is a critical factor in the success of individual students, and our school as a whole.



Starting after spring break, we are going to be inviting students to do a lunch bunch with the counselor, Mrs. Miller. These groups are designed to help students develop positive social skills, build healthy friendships, and navigate interpersonal challenges. Our goal is to create a supportive environment where students can express themselves, share experiences, and learn from one another. The middle school students will also be adding some stress and anxiety topics as they come up in their everyday lives. There will also be some games and fun activities to go along with these topics!

We do believe that allowing a safe environment for students to talk is ideal but can understand if parents would not like their student to be involved. If you have any questions or would like to discuss this further, please feel free to reach out. We would be happy to provide more details and address any concerns you may have.

Kinder-2nd Grade Topics

- Friendships
- Building relationships
- Emotions
- How to work in a group
- Conflict resolution

3rd-5th Grade Topics

- Friendships
- Emotions
 - Naming your own emotions
- How to work in a group
- Conflict resolution
- Self management skills
- Building relationships

Middle School Topics

- Naming emotions
- Stress and anxiety
 - What can that look like in you?
 - What can that look like in others?
 - How can someone cope?
- Self management
- Conflict resolution
- Self awareness



Kindergarten — Ms. Dunmire

Hello, Friends and Families!

Kindergarten had a VERY busy February, with lots of fun activities and special plans. At the end of January, we had our Marriage of Q & U to celebrate completing our alphabet and learning all about our letter names/sounds.

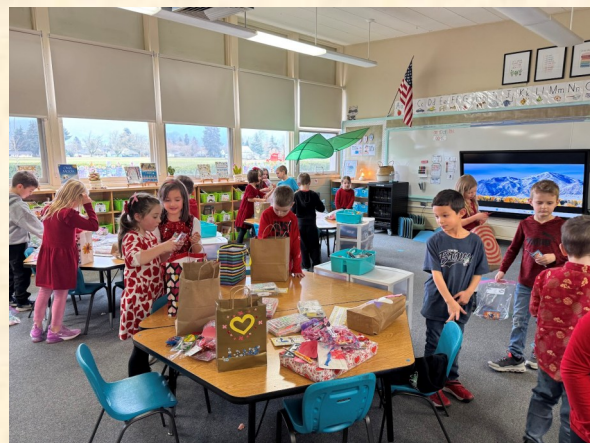
In February, Kinder focused on learning about long vowels in the form of bossy e, learning new high-frequency words, forming sentences and writing them down, learning all about non-fiction, Skill's Days, and Black History Month!

We've also been studying subtraction and addition, and practicing decomposing numbers and all the different ways to form numbers to 10.

For more special events, we had an amazing valentines day party, fort party, 100th day of school, and a super duper fun assembly with the University of Oregon's cheerleading team!

Next month, we're learning all about farm animals and how biology works, poems and poetry, writing more in our journals, learning new sight words, counting even farther, and learning about teen numbers! There should also be a lot more buddy time, possible field trips coming up, and lots of sun!





First Grade — Mrs. Boyum

What a fabulous February in first grade! This month students learned new things during skills days, **crushed** our kindness challenge (we did over 1,200 acts of kindness in our class), and were *very excited to celebrate Valentine's Day!* They also worked with their 6th grade buddies to create love monster art!

In social studies we celebrated Black History Month by learning about three African American heroes: Martin Luther King Jr., Bessie Coleman, and Jackie Robinson. It was an incredible opportunity for the kiddos to focus on the legacies and stories of these incredible trailblazers. The kiddos made art, flipbooks, and timelines to showcase what they learned. We have a bunch of new history lovers which has been a delight to see!

Our reading partnered perfectly with social studies this month. Our genre focus was about biographies this month and highlighted telling events in chronological order. We read biographies about Georgia O'Keeffe, Jackie Robinson, and Eleanor Roosevelt. The kiddos were fascinated to learn about their lives. Our phonic focus was about r-controlled vowels, the vowel digraphs /ai/ /ay/, and inflectional endings. We have jumped into our opinion writing unit and are learning about what an opinion is and how to plan our opinion writing topics.

In math, we are learning all about fact families and how to add and subtract with missing addends. We are learning new tools to add to our "math toolkits" such as making number bonds using the part-part-whole and known related facts strategies. We have quite the mathematicians in this sweet bunch!

Coming up we will begin our new science unit about light and shadows along with opportunities to get our hands dirty out in our school garden. Bring on the sun and fun! Looking forward to a marvelous March ahead!





Second grade - Ms. Smith

Math:

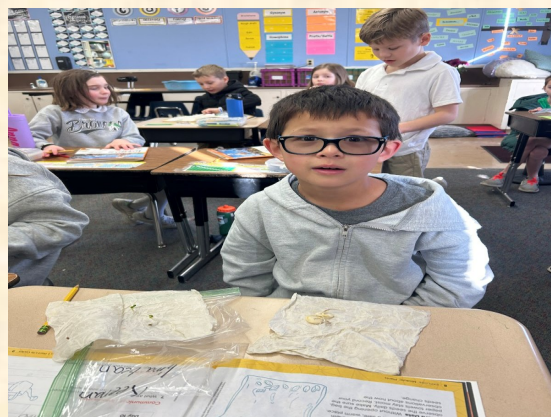
This month we are continuing our subtraction and addition strategy practice and will then work more with measurement. 2nd grade has been working so hard showing their work to solve their math problems in addition, subtraction, multiplication, and some division! For March, the measurement focus will be on estimation and then checking for accuracy with inches, feet, yards, and meters.

ELA:

We are finishing units 4 and 5 in our MyView textbooks which are focusing on realistic fiction and procedural texts. In writing, we will be using our chromebooks text to speech tool to get our thoughts down for the beginning draft of our writing project. After our drafts are complete, we are going to work on the final piece by making edits where it's needed.

I am so proud of how this class has responded to the character strong trait "Empathy" this month! It's been a treat to see how genuinely kind hearted and understanding these kiddos are and have the capacity to be.





Third grade — Mrs. Rutter

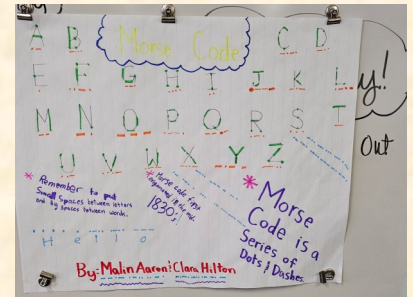
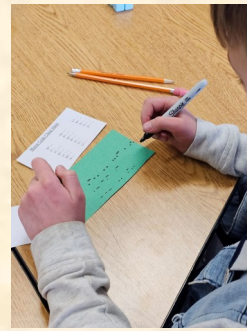
I can't believe we are getting ready to enter into spring. We have been learning about fractions, how to write, represent, and compare fractions. We are getting ready to use multiplication to divide numbers. In reading we are just finishing our novel about Jackie Robinson. We read historical fiction pieces and practiced using text evidence to answer questions. We will write a short opinion paper on how to be a hero, relating it to stories we have been reading.

In writing we researched different African Americans that have made an impact. We wrote an informational report and practiced our typing with final drafts. Next we will work on an opinion paper.

In science we have been looking at animal and plant life cycles, as well as inherited traits, learned traits, and environmental traits. We will be looking at plant and animal adaptations next. We will go on a field trip to the Museum of Natural and Cultural History to look at animal adaptations over time, as well as some Native American history. We have also learned about soil, what makes a good soil for fruits and vegetables to grow, and will be mixing our own soil soon with eighth grade buddies. We are learning about 'eating the rainbow' and how to read nutrition labels while balancing our plate.

We are continuing to practice writing in cursive and practice typing.



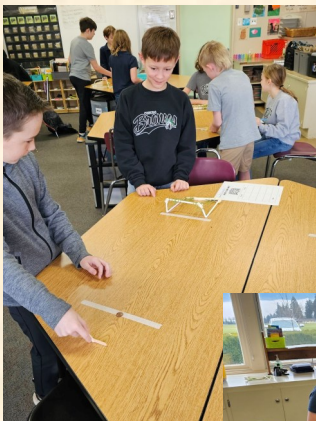


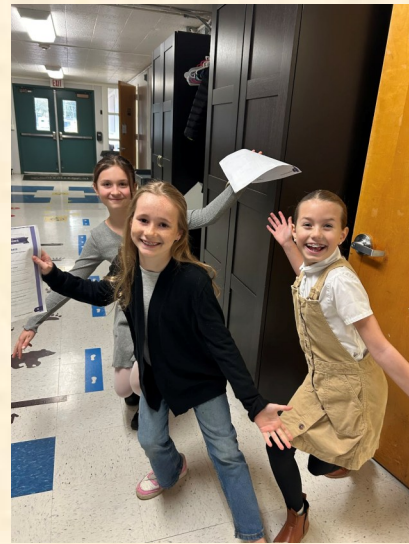
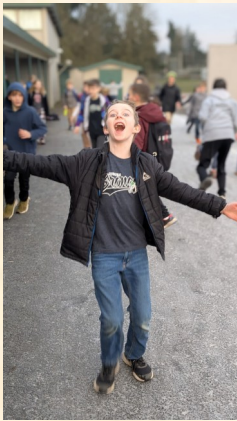
Fourth Grade - Mrs. Sepulveda

February was a great month in 4th grade! Students wrapped up their opinion papers and have definitely been building strength as writers. Just this last week we have started our informational paper. We're in the early stages, but students are getting excited about topics they can research.

We recently finished our novel *Esperanza Rising*. It is such an amazing story and the students really had a connection to the characters in the book. They found interest in the working conditions of the farms during the 1960's and 70's so we took a detour and learned more about Cesar Chavez and the farmworkers movement. Our next novel is *Out of My Mind* which is a great novel focused on diversity. We have finished our first fractions unit and have now started adding and subtracting fractions. We'll also be looking at mixed numbers as well as converting fractions to decimals.

We are getting deeper into our Medieval Europe unit and have learned about the Feudal system and important people like St. Benedict of Nursia and Charlamagne. In science, STEM Winter Olympics for the win! So far we have competed in bobsled, snowboarding, hockey and curling. Next week we'll be wrapping up the unit with ski jumping. It's been so fun to watch the kids jump into how they are going to engineer what is needed to compete in each event. They have also had some moments of failure which has been humbling, but also teaches the great lesson of perseverance. Lastly, 4th graders had the opportunity to learn about Morse code taught to them by two of their fellow classmates. It was such a fun lesson with activities that kept them engaged and wanting to learn more. Never a dull moment in fourth grade!





Fifth Grade - Ms. Schneider

5th Grade Slays February!

Icey mornings, board games, coil pots, self-managers, and BizTown Interviews!



Sixth Grade—Mrs. Young

It's been a fun February in 6th grade! The wintery weather has been crazy, and the snow days were extra exciting. But boy, are we ready for this beautiful sun!

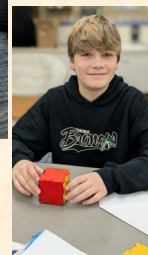
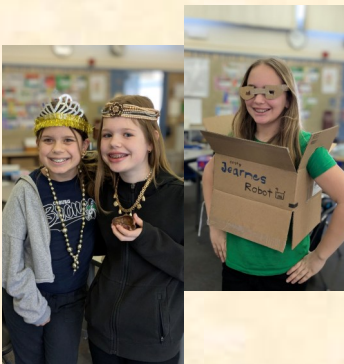
These kids are crushing it in math - they have learned all about measurement conversion, percentages, volume, and surface area. We borrowed shape blocks from 1st grade to practice deconstructing three dimensional prisms and pyramids into two dimensional shapes to find the surface area. It was fun AND educational. Always the goal. :)

We finished our science unit on light and have started learning about Ancient Mesoamerica. So far students have learned about the Olmecs and the Maya. We learned about the ancient ballgame of pok-ta-pok, built pyramids out of sugar cubes, studied hieroglyphics and the Maya number system (one of the few ancient cultures to discover zero!), and created presentations about Mayan mythology. We also learned about the famed Mayan Calendar and created our own mini-versions. Social Studies is always an extra fun part of the day. :)

In ELA, our unit has been focusing on the essential question "What drives people to explore?" We have read about the Odyssey and climbing Mount Everest, and students created commercials advertising an expedition to a place of their choice. Some chose space, some chose mountains, and some chose time travel! We will be finishing up this unit next week and beginning our final unit about animal companions.

6th graders are always learning cool things in health class, but they had an extra special opportunity this month when the Coburg Fire Department came to teach them CPR and First Aid. The students got all kinds of hands-on training on how to handle emergency situations. Thank you, CFD and Mrs. Lowen!

Coming up soon we will be learning about the Aztecs and the Incas. Students will be making some cool Amate art in the style of the ancient Aztecs, and creating a salt dough map of South America so as to better understand the geography of the Incas. We are also excited about sunny days and getting out in the garden with our 1st grade buddies. Hello, spring!





7th/8th Math and Science - Mrs. Epperson

February was filled with all sorts of exciting happenings. 7th really knows how to throw a welcome back party! My first day back after being out on medical leave was the absolute best. I missed this class, and apparently, they missed me too! They are a really thoughtful, considerate group of kiddos, and I couldn't be happier to be back in the classroom with them.

We met with a terrestrial biologist at Green Island this month who taught students to look for signs of wildlife. They learned distinguishing characteristics in animal scat to determine what species left it and what type of diet the critter has. Students fished bones out of coyote scat, found a formerly living red nosed mole, and saw some trees that got beavered.

This month we started a genetics unit where we explore rules of inheritance within the Harry Potter universe. As it turns out, learning about phenotypes and genotypes is more fun when you are looking at magical abilities, gigantism, and mermaid tails. Students are also busy researching combatants for this year's [March Mammal Madness](#) which is a tournament that pits animals from all across the animal kingdom in fictional battles that consider the animals physical and adaptive traits, behavior, and environment along with a bit of randomness thrown in for fun to determine the winners. We will fill out our brackets next week before the first wild card battle on March 10th.

This month Farmer Dick Severson came to visit and told the dirty truth about soil. Students learned about the composition of soil and then constructed all of the layers using cookies, pudding, and nerds. It was a sugary fun time.

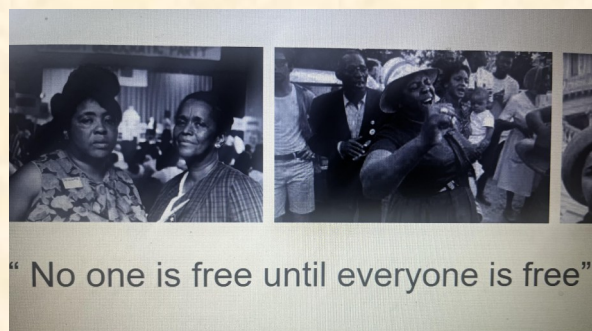
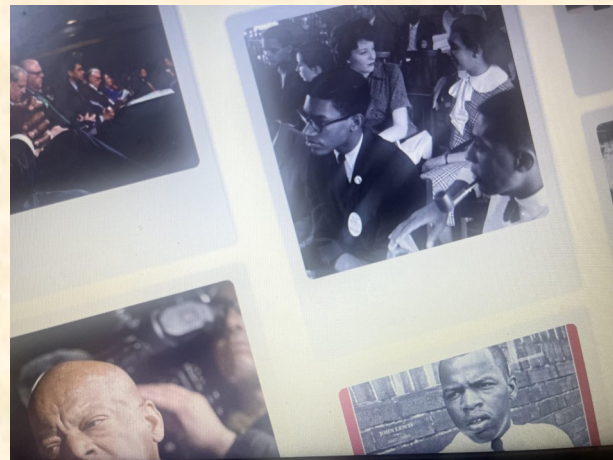
Math is all about samples and statistics right now, and next week we'll start digging into operations with integers and rational numbers. Good times abound!



7th/8th ELA and Social Studies - Ms. Monterrosa

Second semester has started with a bang! Humanities is in full bloom and students are working hard. 8th graders are in essay-mode! Students are in the role of teacher this month and educating their classmates on Civil Rights Figures. They not only wrote an essay, but created a visual and oral presentation to teach their classmates about someone who helped change history. So far, the presentations are fantastic!

7th graders are currently working in small groups. Through readings, assignments, and discussion, the class is answering the essential question, What can cause a sudden change in someone's life? They are currently creating multimedia presentations to help answer this question. I was so excited about what was going on in the classroom that I forgot to take pictures of students! Here are a few from presentations.



Music - Ms. Vreim

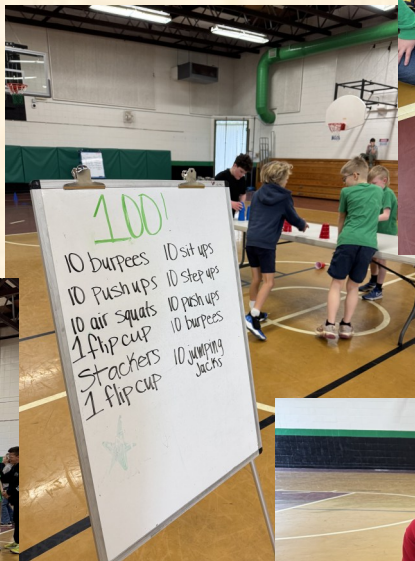
February has been a month packed with instruments and dancing for our K-5 students. Some highlights include Kindergarten playing social-emotional song games such as “London Bridge”, 1st Grade working on their rhythm reading skills, 2nd grade learning drum patterns to “Eye of the Tiger”, 3rd Grade learning old English folk dance “Constant Billy”, 4th grade starting our recorder unit, and 5th grade continuing our ukulele unit.



This month has been so fun, in fact, that Ms. Vreim forgot to take barely any pictures! Here is a photo of 2nd grade absolutely rocking a Mexican folk dance using rhythm sticks to keep the beat in fun ways.

PE - Ms. Sanchez

This month in PE land we got to learn the fun basics of playing volleyball! The kids have had so much fun scrimmaging against each other. For our 100 days of school celebration the kids performed a total of 100 movements. They were very impressive. Our CCCS kids are so strong! Bring March on!





COBURG COMMUNITY CHARTER SCHOOL
LUNCH MENU FOR MARCH 2025, GRADE: 6-8

NAME:

GRADE:

TEACHER:

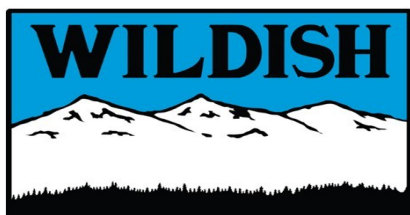
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
3 CHICKEN NOODLE SOUP \$4.75	4 BAKED ZITI \$4.75	5 SOFT TACOS \$4.75	6 YOGURT PARFAITS \$4.75	7
10 CHICKEN PARM SANDWICH \$4.75	11 CHEESE TORTELLINI \$4.75	12 5TH GRADE FIELD TRIP \$0.00 GRILLED CUBANO SANDWICH \$4.75	13 WAFFLES AND SAUSAGE \$4.75	14
17 TERIYAKI MEATBALLS \$4.75	18 CHICKEN WINGS \$4.75	19 CHEFS MAC 'N' CHEESE \$4.75	20 3 CHEESE PIZZA \$4.75	21
24 SPRING BREAK	25 SPRING BREAK	26 SPRING BREAK	27 SPRING BREAK	28 SPRING BREAK
31 BAKED PESTO PASTA \$4.75				

Meal Manage Resources

- [Access the Meal Manage Home Page for Parents Here](#)
- [Meal Manage Parent Guide](#)
- [Meal Manage FAQ](#)



THANKS TO ALL OUR SPONSORS!!



chvatalorthodontics





Coburg Community Charter School 2025/26 Calendar

July	M	T	W	TH	F			Jan.	M	T	W	TH	F	<ul style="list-style-type: none">1 New Year's Day5 Return19 MLK Jr. Day30 PD Day29 Semester Ends <div>Teacher days 19/98</div> <div>Student days 18/88</div>	
		1	2	3	4							1	2		
	7	8	9	10	11				5	6	7	8	9		
	14	15	16	17	18				12	13	14	15	16		
	21	22	23	24	25				19	20	21	22	23		
	28	29	30	31					26	27	28	29	30		
Aug.	M	T	W	TH	F	<ul style="list-style-type: none">26 Teachers report <div>Teacher days: 4/4</div> <div>Student days: 0/0</div>		Feb.	M	T	W	TH	F	<ul style="list-style-type: none">2 Grading Day3 Start of 2nd semester16 Presidents Day <div>Teacher days 19/117</div> <div>Student days 18/106</div>	
					1				2	3	4	5	6		
	4	5	6	7	8				9	10	11	12	13		
	11	12	13	14	15				16	17	18	19	20		
	18	19	20	21	22				23	24	25	26	27		
	25	26	27	28	29										
Sept	M	T	W	TH	F	<ul style="list-style-type: none">1 Labor Day3 First Day 1-8, half day K4 Full Day 1-8, half day K5 First full day K <div>Teacher days 21/25</div> <div>Student days 20/20</div>		Mar.	M	T	W	TH	F	<ul style="list-style-type: none">23-27 Spring Break30 PD Day <div>Teacher days 16/133</div> <div>Student days 15/121</div>	
	1	2	3	4	5				2	3	4	5	6		
	8	9	10	11	12				9	10	11	12	13		
	15	16	17	18	19				16	17	18	19	20		
	22	23	24	25	26				23	24	25	26	27		
	29	30							30	31					
Oct.	M	T	W	TH	F	<ul style="list-style-type: none">10 Professional Development Day <div>Teacher days 23/48</div> <div>Student days 22/42</div>		Apr.	M	T	W	TH	F	<ul style="list-style-type: none">17 PD Day <div>Teacher days 22/135</div> <div>Student days 21/142</div>	
			1	2	3						1	2	3		
	6	7	8	9	10				6	7	8	9	10		
	13	14	15	16	17				13	14	15	16	17		
	20	21	22	23	24				20	21	22	23	24		
	27	28	29	30	31				27	28	29	30			
Nov.	M	T	W	TH	F	<ul style="list-style-type: none">10 PD Day11 Veterans Day24 & 25 Parent/teacher conferences26-28 T- break <div>Teacher days 16/64</div> <div>Student days 13/55</div>		May	M	T	W	TH	F	<ul style="list-style-type: none">25 Memorial Day <div>Teacher days 20/175</div> <div>Student days 20/162</div>	
	3	4	5	6	7								1		
	10	11	12	13	14				4	5	6	7	8		
	17	18	19	20	21				11	12	13	14	15		
	24	25	26	27	28				18	19	20	21	22		
									25	26	27	28	29		
Dec.	M	T	W	TH	F	<ul style="list-style-type: none">22-2 Winter Break <div>Teacher days 15/79</div> <div>Student days 15/70</div>		June	M	T	W	TH	F	<ul style="list-style-type: none">11 Last 1/2 day for students12 Teacher grading day <div>Teacher days 10/185* (186 if count Flex day)</div> <div>Student days 9/171</div>	
	1	2	3	4	5				1	2	3	4	5		
	8	9	10	11	12				8	9	10	11	12		
	15	16	17	18	19				15	16	17	18	19		
	22	23	24	25	26				22	23	24	25	26		
	29	30	31						29	30					
186 Teacher days								171 Student days							

School not in session	First/Last day of school	Parent/Teacher Conferences Preparation Flex day
No School: Professional Development Day	No School: Grading Day	Parent/Teacher Conferences

After 3 Inclement Weather Days, the days will be made up in this order, schedule permitting: February 2, April 17, June 12

Student of the Month Display Case

What makes the Awesome Zone so, well awesome??

Clearly the dedicated, caring and talented staff in the awesome zone are what makes it so special, but what happens in the Awesome Zone instructionally reflect the **CCCS Academic Intervention** program that we have developed here at CCCS. This program is a critical piece in what we do to meet the needs of our students, and one in which I (Dave) may not have explained as well as I would have liked in the past.

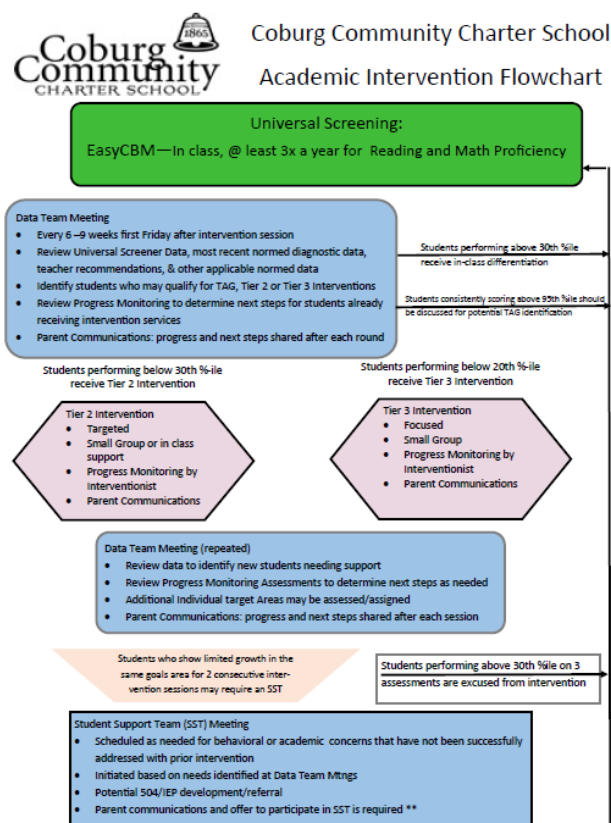
The basic idea is that we systematically look at student data and make decisions about how best to meet the needs of those who may need a little extra. Students who are excelling may be referred to TAG; regardless of the label students at CCCS receive the in class differentiation the TAG label requires. Every 6-9 weeks staff meet to review data, make recommendations, figure out a brand new schedule for services, and communicate with families.

Students who need a little extra help in reading or math are provided either a tier 2 or tier 3 support based on their needs. Tier 2 supports may look like in class support in the area, focused small group in class, or perhaps some pre-teaching before a lesson. Tier 3 interventions are small group lessons outside of the class designed to teach specific skills/concepts which may be lagging. In each case staff progress monitor, assessing the student's progress in the defined area, every couple of weeks and use this (and other) data at the next data team meeting to determine appropriate next steps for the individual student. Students who continue to struggle to show growth even with interventions may receive a referral for a 504 or IEP.

Because of our size and intentional allocations we are able to "cast our intervention net" much wider than what may be found in a traditional neighborhood school in our area. As such, we strive to offer additional support to any students who consistently score below the 30th nationally normed percentile. Parents of course have the option to deny this extra help - this partnership is a foundational tenant of the CCCS Mission.

All too often students may resist getting the extra help - who of us adults want to do extra work in areas in which we struggle - but our staff here at CCCS are particularly adept at making the help helpful and the Awesome Zone a place they enjoy.

If your student currently receives an intervention you will see progress report coming home on Monday the 27th. This is a more formalized process than we have done in the past, and yet another example of how we strive to continuously improve services for our kids and our families.



* Unfortunately, funding/staffing limitations exist such that sometimes we must prioritize those students most at-risk. Our 20th %ile and 30th %ile targets are flexible based on need and availability.

** Typical RTI systems use 5th and 20th %ile benchmarks respectively **



CCCS TAG IDENTIFICATION PROCESS

Academic (Reading and Math) & Intellectually Gifted

Referrals:

Parent, school personnel, or student (self-referral)

Universal Screener:

The CogAT is used to screen all 2nd Graders for Intellectual giftedness

*CCCS start date TBD by 4J SD

School TAG Coordinator receives referral and/or screener results and starts a student file (Orange TAG Folder created and Student Tab added in Data Teams Sheet)

Classroom teacher and TAG Coordinator gather **QUALITATIVE** and **QUANTITATIVE** Data in the following areas to add to Identification Checklist:

- ☐ EasyCBM 95%ile or above
- ☐ iReady Diagnostic 95%ile or above
- ☐ IXL Diagnostic 95%ile or above
- ☐ OSAS 95%ile or above *using 2018/2019 percentile chart
- ☐ Teacher observations/Qualitative data
- ☐ Classroom Based Evidence Work samples/Assessments
- ☐ Gifted Rating Scales/Checklists

Building Team Determines that Data **SUPPORTS** Further TAG Eval./Assessment (using multiple pieces of evidence)

Fall/Spring Evaluation Requested
Parent has Signed consent for TAG Testing

Academic Talent in Reading/Math
Student is assessed using TerraNova (K-8) and scores 95%ile or above

Intellectual Giftedness
Student is assessed using NNAT (K-8) and scores 95%ile or above

Building Team Determines that Data **DOES NOT STRONGLY SUPPORT** TAG Eligibility at this time

Student is not TAG eligible at this time
If parent referred, they are notified by letter. TAG Coordinator maintains a working File in Orange TAG Folder and Tab in Data Teams Sheet

Student is TAG Eligible, Building Team meets for Determination
School TAG Coordinator meets with Building Team to review data and determine TAG identification.

Student Identified TAG

Parent is notified by Letter and TAG plan is drafted by classroom teacher to be signed by Parent

Student NOT Identified TAG

Parent is notified by Letter and student will continue to be monitored under their Tab in Data Teams Sheet and Orange TAG folder



Reminders - just one new emphasis in Jan. 2025

Cell phones: Currently many school districts are banning cell phones at school and are seeing positive results. Word is that there may even be a bill presented in this legislative cycle to address the issue from the state level. At CCCS we ask that students put away their cell phones and devices during the school day. These devices are simply a distraction to the learning environment. One thing we have noticed, particularly at our middle grades, is that students are using the devices during the day to communicate with each other and even to communicate with home. Our request is to contact the office to get messages to your student, save family texts until the school day is complete, and/or require your student to have their phone off during the school day—when they turn it back on at the end of the day messages are delivered and class interruption is avoided.

Dress Code: One the founding practices here at CCCS is our dress code. While the specifics have changed a bit over time, the benefits of the dress code have been a hallmark of our school, is a Board level discussion and policy, and is one of the expectations when families choose to attend CCCS. Teacher time taken to reinforce dress code expectations takes away from instruction time, so we ask that families *please please please* support the school and teacher time by ensuring students are following the expectations before coming to school each day. A full explanation is in the [Student/Family Handbook](#), page 20&21.

Morning Drop Off: Please know that our cafeteria is open at 7:45 each morning for early drop. We usually have staffing that allows students the choice of playground time or hanging out in the cafeteria.

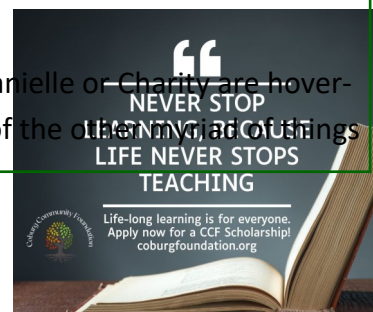
****Please remember that drop off is a time for staff to greet the children, and perhaps a very brief conversation with a parent. If you need more than a quick sentence or three please schedule a different time with the teacher, start an email conversation, or come to the office and we can relay a message when the kids aren't the direct focus. Right after school can be a really good time to chat instead.**

At 8:10 we really want to have students in their class, listening to announcements, and the halls clear of students and parents so we can get started right away. Parents: if you are chatting with another parent please come down to the office area to avoid disruption in our tiny hallway (sounds carry), and if you need to catch a teacher please help them by concluding your discussion before that bell - even better, if at all possible arrange a meeting ahead of time so teachers are focused on students and student greetings and/or know you are stopping by.

Typically Dave is at the front door, Alissa is roaming and helping students, and Danielle or Charity are hovering near the office to be available for lunch monies, medication drop off, or any of the other daily stuffings









Popcorn Fridays!!!



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... *The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses.
 Fever: temperature of 100.4°F (38°C) or greater	*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	*Symptoms improving for 24 hours (no more than two bowel movements more than normal and no longer having accidents) OR with orders from doctor to school nurse.
 Vomiting: one or more episode that is unexplained	*Symptom-free for 24 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.



30-Day Notice for Oregon's Statewide Assessment of English Language Arts and Mathematics

FOSTERING EQUITY AND EXCELLENCE FOR EVERY LEARNER

Oregon is committed to preparing every learner with academic knowledge and skills necessary for success beyond high school. Oregon's statewide summative assessment of English Language Arts (ELA) and Mathematics is fully aligned to Oregon's State Standards and provide students in grades 3-8 and 11, along with their families, one measure of academic achievement and growth.

OREGON'S STATEWIDE TESTS...

- ...are created by educators in Oregon and across several other states
- ...challenge your child to think critically and apply their knowledge across a variety of contexts
- ...go beyond multiple choice and ask your child to explain their answers
- ...act as a snapshot of your child's progress that may be considered along with other pieces of information to determine your child's academic success
- ...help schools and districts evaluate their systems of teaching and learning, as well as identify groups of students whose academic needs may not be adequately met
- ...help communities understand how well their public schools are performing

How long will it take my child to complete Oregon's statewide summative tests?

Most students complete their ELA test in 1.5 to 3 hours and their Mathematics test in 1 to 1.5 hours. Because there is no time limit on Oregon's statewide summative tests, your child can take as long as they need to fully demonstrate what they know and can do.

What do the results mean and where do I get my child's results?

Test results identify your child's strengths and areas for improvement in English Language Arts and Math. Each subject will be broken into categories and will show how well your child performed in each area. The tests measure student learning on a scale that allows for comparisons across time. The Oregon Department of Education has set four achievement levels along this scale that generally describe student academic performance. Your child's school will share your child's scores with you at the end of the current school year or the beginning of the next to help support your child's success as they move from grade to grade.

Why does my child's participation matter?

While no single test can give a complete picture of your child's progress, having your child take the statewide summative tests provides educators and administrators with one source of information about what educational approaches are working and where additional resources may be needed. Your child's participation is important to ensure schools and districts receive the targeted resources they need to help all students succeed.

When will my child take the test?

Your child's school will determine the specific dates your child takes the tests within the statewide testing window. The statewide testing windows for English Language Arts and Mathematics apply to the general and alternate statewide summative tests.

Grades 3-8	Grades 9-12
04/01/2025 — 06/13/2025	02/04/2025 — 06/13/2025

STAY INFORMED

Visit Oregon's Starting Smarter webpage (<https://or.startingsmarter.org>) to learn more about what your child should know and be able to do in English Language Arts and Math, to view sample test questions, and to read more about your child's test results. Contact your child's teacher or school principal with questions.



Annual OSAS Opt-Out Form (2024-25)

DESCRIPTION OF RIGHTS

Oregon law (ORS 329.479) permits parents/guardians and adult students* to annually opt out of Oregon's statewide summative tests in English Language Arts (ELA) and/or Mathematics by submitting this form to the school the student attends. The school shall provide any student who is excused from a statewide ELA or mathematics test with supervised study time while other students are testing.

To opt-out of OSAS statewide summative tests in English Language Arts (ELA) and/or Mathematics, this section must be completed by the parent/guardian or adult student:

Student's Legal Last Name: _____

Student's Legal First Name: _____

Student's Enrolled Grade: _____

Student's School: _____

Please indicate the OSAS statewide summative tests you are opting out of:

☐ English Language Arts

☐ Math

To help your child's school efficiently plan for the administration of tests, please submit this form to your child's school at least a week prior to the first day of testing. For students who enroll after the statewide testing window begins, you are encouraged to submit the form within 2 weeks of enrollment. This form is only valid for the current school year.

I understand that by signing this form I am opting my child out of OSAS statewide summative tests indicated above for the current academic year only.

Parent/Guardian Signature**: _____ Date: _____

Parent/Guardian Printed Name**: _____

This form may be submitted any time prior to the close of the test window. If the student has already tested, the test will be invalidated; their test data will be removed from state data systems; and they will count as a non-participant for this year's testing. Requests submitted after the final day of the test window cannot be honored.

*Adult students (age 18 and older) may sign on their own behalf and do not require a signature by a parent or guardian.

**Typing your name into the signature box in the digital form indicates your official signature.

Drinking Water Sampling Report- required posting

Every so many years the school is required to completed testing for lead levels in our drinking water and completed remediation as necessary. Since our last testing the benchmark levels are 25% mor stringent, which is a good thing. Also worth noting is that we sample all the water sources, not just the drinking fountains.

This cycle we have had 2 faucets identified that require remediation. This project is in the works and we are simply waiting for the pieces to arrive. After that we will re-test and of course do additional remediation if necessary.

Also worth noted—the drinking fountains have ND designations, which means those sources have no lead detected.

Included below are the two reports, which will also be posted on our website and we will have a hardcopy available in the office. Please click them to link to a full page version.

Fixture Location/Description	Fixture ID #	Initial Test Date	Initial Test Result
Southeast Boy's Restroom, South	20820400-008BF25A	11/20/2024	5.37
Southeast Boy's Restroom, North	20820400-009BF25A	11/20/2024	5.35
Southeast Girl's Restroom, North	20820400-013BF25A	11/20/2024	3.72
Classroom 4 Faucet	20820400-014CF25A	11/20/2024	7.57
Classroom 4 Drinking Fountain	20820400-015DW25A	11/20/2024	7.34
IMC	20820400-010SF25A	11/20/2024	10.7
Classroom 5 Faucet	20820400-015CF25A	11/20/2024	8.54
Classroom 5 Drinking Fountain	20820400-054DW25A	11/20/2024	7.27
Staff Restroom Across from Classroom 5	20820400-062BF25A	11/20/2024	3.75
Classroom 6 Faucet	20820400-019CF25A	11/20/2024	9.18
Classroom 6 Drinking Fountain	20820400-055DW25A	11/20/2024	5.22
Central Boy's Restroom, South	20820400-016BF25A	11/20/2024	1.33
Central Boy's Restroom, North	20820400-017BF25A	11/20/2024	2.06
Central Girl's Restroom, South	20820400-020BF25A	11/20/2024	5.4
Central Girl's Restroom, North	20820400-021BF25A	11/20/2024	2.29
Center East Hallway Drinking Fountain	20820400-018DW25A	11/20/2024	ND
Center East Hallway Water Bottle Filler	20820400-063WB25A	11/20/2024	ND
Classroom 7 Faucet	20820400-022CF25A	11/20/2024	14
Classroom 7 Drinking Fountain	20820400-056DW25A	11/20/2024	3.82
Classroom 8 Faucet	20820400-025CF25A	11/20/2024	10.5
Classroom 8 Drinking Fountain	20820400-057DW25A	11/20/2024	1.05
Classroom 9	20820400-027CF25A	11/20/2024	3.74
Library Faucet	20820400-039CF25A	11/20/2024	2.99
Library Drinking Fountain	20820400-060DW25A	11/20/2024	4.59
Office Restroom	20820400-037BF25A	11/20/2024	3.34
Office Breakroom	20820400-038NS25A	11/20/2024	9.68
Northwest Hallway	20820400-042DW25A	11/20/2024	ND
Northwest Boy's Restroom	20820400-040BF25A	11/20/2024	2.57
Northwest Girl's Restroom	20820400-044BF25A	11/20/2024	3.01
Classroom 10 Faucet	20820400-046CF25A	11/20/2024	4.26
Classroom 10 Drinking Fountain	20820400-058DW25A	11/20/2024	0.487
Classroom 11 Faucet	20820400-048CF25A	11/20/2024	19.3
Classroom 11 Drinking Fountain	20820400-059DW25A	11/20/2024	0.657
Gym Restroom Hall, South	20820400-034DW25A	11/20/2024	5.48
Gym Restroom Hall, North	20820400-067DW25A	11/20/2024	3.32
Gym Girl's Restroom	20820400-032BF25A	11/20/2024	4.11
Gym Boy's Restroom	20820400-033BF25A	11/20/2024	23.6
Classroom 3 Faucet	20820400-013CF25A	11/20/2024	5.64
Classroom 3 Drinking Fountain	20820400-052DW25A	11/20/2024	0.813
Classroom 2 Faucet	20820400-007CF25A	11/20/2024	4.97
Classroom 2 Drinking Fountain	20820400-051DW25A	11/20/2024	3.12
Classroom 1 Faucet	20820400-006CF25A	11/20/2024	10.9
Classroom 1 Drinking Fountain	20820400-050DW25A	11/20/2024	4.26
Cafeteria Water Bottle Filler	20820400-065WB25A	11/20/2024	ND
Cafeteria Drining Fountain	20820400-064DW25A	11/20/2024	ND
Kitchen Faucet	20820400-003KF25A	11/20/2024	4.5
Kitchen Handwash Sink	20820400-001KF25A	11/20/2024	6.55



January 17, 2025

Daniel Lyons
Lew County School District 4J
200 North Morrow Street
Eugene, Oregon 97402

Via email: lyons_da@4j.lane.edu

Regarding: Drinking Water Sampling Report
Coburg Charter School
91274 North Coburg Road
Eugene, Oregon
PBS Project 24010600

Dear Mr. Lyons:

On November 19 and 20, 2024, PBS Engineering and Environmental LLC (PBS) performed drinking water sampling at Coburg Charter School in Eugene, Oregon. The testing was requested by Lew County School District 4J as part of their efforts to ensure that concentrations of lead in drinking water at the school remain below the Oregon Department of Education (ODE) action level of 15 parts per billion (ppb).

Sampling methodology and the interpretation of laboratory results were based on the Environmental Protection Agency guidance document titled *3Ts for Reducing Lead in Drinking Water in Schools*. Following this guideline, PBS collected first draw samples from each test location. First draw samples consist of the first 250 milliliters (mL) of water drawn from a fixture after the water has been sitting stagnant for at least 8 hours. The 3Ts' sampling protocol specifying 250-mL samples is designed to maximize the likelihood that the highest concentrations of lead in water used for consumption are identified.

This sampling event included a total of 47 plumbing fixtures located throughout the school. The samples were delivered under chain of custody to Apex Laboratories (ORLAP ID: OR100062) in Tigard, Oregon, for lead analysis. The lead concentration of the samples ranged from non-detectable levels to 23.6 ppb.

The following table lists all samples where lead concentrations were found to be at or above 15 ppb. Laboratory analysis indicates all other first draw samples were below the EPA/ODE standard.

Lead Concentrations at or above 15 ppb		
Sample Number	Sample Location	Lead Concentration (ppb)
20820400-048CF25A	Classroom 11 Faucet	19.3
20820400-033BF25A	Gym Boy's Restroom	23.6

Please refer to the attached Chain of Custody form and Laboratory analytical report for additional details. Note that lead concentrations are reported in micrograms per liter (µg/L) in the lab report, which is equivalent to ppb. Quality control (QC) sample results are included at the end of the laboratory report. The QC samples are both laboratory blanks and spiked samples used internally by the laboratory to assess accuracy. The EPA protocol

Lew County School District 4J
Drinking Water Sampling Report – Coburg Charter School
January 17, 2025
Page 2 of 2

recommends that follow-up flush sampling be conducted at fixture locations where first draw samples contain lead concentrations of greater than 15 ppb. Hence, PBS recommends collection of follow-up flush samples from the fixtures listed above.

I can be reached at 541.255.6182 or kennedy.potts@pbseu.com with any questions or comments.

Sincerely,

Kennedy Potts
Date: 2025.01.17
11:08:34 AM PST

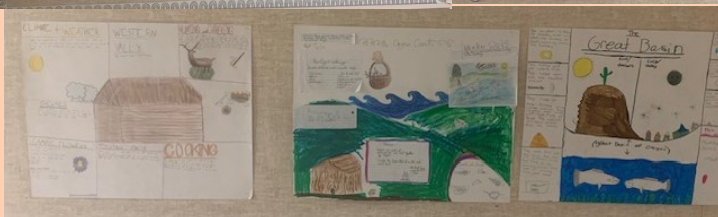
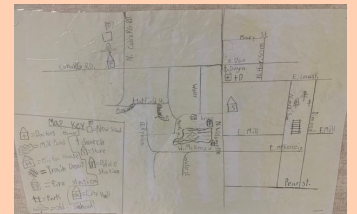
Industrial Hygienist

Reviewed by: JH

Attachments: Laboratory Analytical Report
Sample Chain of Custody
Building Diagram

Current Bulletin Board Montage

I regularly make a point to walk the main hall and take a moment of appreciation for all the beautifully done bulletin boards. As a parent I would look for my child's work and delight in their growth. As the executive director I really appreciate the environment this sets up for our kiddos, and also appreciate this as a reflection of the care and effort our educators put into the students as well as the school as a whole. I hope you enjoy these, in person or electronically, as much as I do! ~Dave~



2024-25 Family Income Survey – CCCS

Dear Parent/Guardian:

Schools receive certain federal and state funding (learning assistance programs, teacher incentives, etc.) when you complete this *Family Income Survey*. Your children may qualify if your household income falls at or below the limits on this chart. This is a modified form to fit the unique situation of CCCS, who does not participate in the reimbursed school lunch program, but does receive additional funding for students that qualify for free or reduced lunch. CCCS provides lunch at no charge for any families qualifying for free or reduced lunch, therefore there is just one family income chart.

It is important that you complete this survey. Please complete and return this form to Melodi Jayne, CCCS Business Manager, at the office or you can email it to melodi.jayne@coburgcharter.org

Part 1. ELIGIBILITY:

There are two ways to qualify: Program Participation or Household income Survey

1. Program Participation - please check off if your family participates in any of the programs below:

- ☐ SNAP
☐ Foster Care Program
☐ Medicaid

2. Household Income

Figure out your total household income. Then look at the income chart below. Find your household size. If your total household income is equal to or less than the amount listed for your household size, check the box.

Federal Reduced Price Meals Income Chart
Effective from July 1, 2024 through June 30, 2025

Check box that applies	Household Size	How Often Payment is Received				
		Annual	Monthly	Twice Per Month	Every Two Weeks	Weekly
<input type="checkbox"/>	1	27,861	2,322	1,161	1,072	536
<input type="checkbox"/>	2	37,814	3,152	1,576	1,455	728
<input type="checkbox"/>	3	47,767	3,981	1,991	1,838	919
<input type="checkbox"/>	4	57,720	4,810	2,405	2,220	1,110
<input type="checkbox"/>	5	67,673	5,640	2,820	2,603	1,302
<input type="checkbox"/>	6	77,626	6,469	3,235	2,986	1,493
<input type="checkbox"/>	7	87,579	7,299	3,650	3,369	1,685
<input type="checkbox"/>	8	97,532	8,128	4,064	3,752	1,876
<input type="checkbox"/>	Each add'l household member add	9,953	830	415	383	192
<input type="checkbox"/>		Household does not qualify				

HOUSEHOLD is defined as all persons, including parents, children, grandparents, and all people related or unrelated who live in your home and share living expenses. If you are applying for a household with a foster child, you may include the foster child in the total household size.

2024-25 Family Income Survey – CCCS

HOUSEHOLD INCOME is considered to be any taxable income each household member received before taxes. This includes wages, social security, pension, unemployment, welfare, child support, alimony, and any other cash income. If including a foster child as part of the household, you must also include the foster child's personal income. Do not count foster payments as income.

Part 2. STUDENTS: Please fill in the following information for all children living with you that are attending school.

Student's Last Name	Student's First Name	MI	Date of Birth	School	Grade

Part 3. SIGNATURE: I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get state and federal funds based on the information I give. I understand that school officials may verify (check) this information.

Signature: _____ Print Name: _____

Date: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

There's a **health coverage** option for you!



OREGON
HEALTHCARE.GOV
855-268-3767 (toll-free)



Find coverage for you and your family.

- **Oregon Health Plan (OHP) Plus** is available to low income kids and adults regardless of immigration status. Coverage is free and includes mental health, routine dental, and physical health.
- **OHP Bridge** is now available to adults with income above OHP Plus income limits. Coverage is free and similar to OHP Plus.
- **Marketplace health coverage** is available - often with financial help. Your cost depends on your income, age, where you live, and the plan you choose.

See what coverage you can get at OregonHealthCare.gov.

Coverage you can count on.

No matter what coverage option is available to you, you can count on coverage that will be there when you need it. All plans available through OHP Plus, OHP Bridge, and the Marketplace cover:

- Immunizations
- Wellness check-ups and preventive care
- Maternity and newborn care
- Mental health care and substance abuse treatment
- Prescription drug coverage
- Reproductive health services

All care through OHP Plus and OHP Bridge is free. Cost sharing may apply to Marketplace plans.

Free local help is available.

Want help getting started and applying for coverage? Not sure how to apply or what plan is best for you?

Local help is available from health coverage experts near you - and all help is free!

Find a local expert at OregonHealthCare.gov.

Contact us

OregonHealthCare.gov || info.marketplace@oha.oregon.gov
855-268-3767 (all relay calls accepted)