



**PARENT/GUARDIAN AND STUDENT
HANDBOOK
(2021-22)**

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

Phone: 541-344-4113
Fax: 541-344-4120

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

TABLE OF CONTENTS

- I. School-Family Partnership**
- II. School Supply/Activities Fees**
- III. Staff Directory**
- IV. About the School**
- V. Policies and Procedures**
 - A. Attendance Policy**
 - B. Bullying and Harassment**
 - C. Cell Phones, Electronic Devices and Expensive**
 - D. Communication/Complaint Process**
 - E. Discipline Policy**
 - F. Dress Code Purpose & Guiding Principles**
 - G. Drop-off and Pick-up Procedure**
 - H. Field Trips**
 - I. Homework Policy**
 - J. Illness/Injury/Health**
 - K. Medication at School**
 - L. Parent/Guardian-Teacher Conferences**
 - M. Pictures/Videos**
 - N. Recess/Breaks**
 - O. Report Cards**
 - P. Reporting of Suspected Child Abuse**
 - Q. Snack Policy**
 - R. Statewide Testing**
 - S. Student Information**
 - T. Student Rights, Responsibilities, and Expectations**
 - U. Technology**
 - V. Textbooks, Library Books, and School Provided Equipment**
 - W. Use of School Facilities**
 - X. Visitor Policy**
 - Y. Volunteers**
 - Z. Weather/Emergencies**
- VI. School-Family Partnership Agreement**
- VII. Signature Page**
- VIII. Appendix/School Policies**

I. SCHOOL-FAMILY PARTNERSHIP

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.

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, our students. 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 program, 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 independence.
- Providing a classroom atmosphere that encourages positive social interaction fostering cooperative learning and emotional development.

The family is responsible for:

- Providing a home environment that supports the development of positive self-esteem, learning attitudes and habits, and social and intellectual competence.
- Supporting the smooth operation of the school by fulfillment of parental/guardian responsibilities such as timely arrival and departure, adherence to school policies and procedures, being informed by reading the CCCS Parent/Guardian-Student Handbook, newsletters and notices, and clarifying any uncertainty with the appropriate staff members.
- Supporting and valuing the school’s philosophy and policies through positive interaction including courteous, direct communication through 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. financial

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

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

bridge the funding gap as much as possible. CCCS counts on twenty hours per family, per year. Families who are not able to fulfill the required minimum hours will be invoiced \$15 per unfulfilled hour. If you know your family will not be able to fulfill your hours requirement for the 2020-21 school year, you may elect to pay \$300 to cover your required hours by September 24, 2020. Other options include dividing the \$150 into two payments due on September 25, 2020 and February 28, 2021. Please note that all unfulfilled hour fees will be due no later than June 3, 2021. If a student enrolls at CCCS during the middle of the school year, the volunteer hour requirement will be prorated at 2 hours per month. *If you have questions or ideas about how to volunteer, please check out the volunteer board across from the school office or contact Katie Brushett at volunteer@coburgcharter.org.*

II. SUPPLY/ACTIVITIES FEES

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 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, and consumable supplies for students and their classrooms (e.g., notebooks, paper, pencils, markers, and transparent tape). Fees also cover Smart Board markers, butcher and poster paper, library books, supplies for art, music, P.E., electives, science, and math classes and classroom projects. We depend on them, not only for supplies that benefit our students on a daily basis, but they also directly contribute to enhancements that enrich our program.

For the 2020-21 school year, student fees are \$250 for K-5 and \$325 for 6th-8th students. Fees are due by September 18th. For your convenience, we do offer a payment plan. Payments may be made in four equal installments beginning in September; subsequent payments are due by the first week of November, January, and March. Please note these fees are non refundable after January 1. If a student enrolls after the beginning of the school year, student fees will be prorated at \$25/month (k-5) and/or \$32.50/month (6-8th). If a student drops from enrollment prior to January 1 fees may be refunded at 50% upon written request. All refund requests must be received prior to the end of the 2020-21 school year. As mentioned above, these fees are an important part of our school budget. If you would like to set-up a payment plan, please contact Molly Rust at m.rust@coburgcharter.org.

III. STAFF DIRECTORY

Admin	Executive Director	Lisa Jager	l.jager@coburgcharter.org
	Dean of Student Services	Elizabeth Bruno	l.bruno@coburgcharter.org
	School Counselor	Anthony LaGoy	a.lagoy@coburgcharter.org
	Business Manager	Molly Rust	m.rust@coburgcharter.org
	Secretary	Danielle Hauser	office@coburgcharter.org
	Secretary	Tanna Harrison	office@coburgcharter.org

Teachers	Kindergarten	Alyson Young	a.young@coburgcharter.org
	First Grade	Elise Boyum	e.boyum@coburgcharter.org
	Second Grade	Julie Andros	j.andros@coburgcharter.org
	Third Grade	Lissa Rutter	l.rutter@coburgcharter.org
	Fourth Grade	Melissa Sepulveda	m.sepulveda@coburgcharter.org
	Fifth Grade	Amy Dilg	a.dilg@coburgcharter.org
	Sixth Grade	LeeAnn Erickson	l.erickson@coburgcharter.org
	Seventh Grade	Michelle Epperson	m.epperson@coburgcharter.org
	Eighth Grade	Beth Monterrosa	b.monterrosa@coburgcharter.org
	Instructional Specialist	Kasey Rubash	k.rubash@coburgcharter.org
	PE Specialist	Jen Kelley	j.kelley@coburgcharter.org
	Math Specialist	Jennifer Dillon	j.dillon@coburgcharter.org
	Reading Specialist	Natalie Wilt	n.wilt@coburgcharter.org
Support Staff	Community & Volunteer Coordinator	Katie Brushett	community@coburgcharter.org
	Tech Specialist & Tech Elective Teacher	Alan Linhares	a.linhares@coburgcharter.org
	Educational Assistant	Jon Rust	j.rust@coburgcharter.org
	Educational Assistant	Jamie Parks	j.parks@coburgcharter.org
	Behavior Specialist/ Educational Assistant	Eric Lovendahl	e.lovendahl@coburgcharter.org
	Chef/Kitchen Manager	John Sepulveda	j.sepulveda@coburgcharter.org
	Head Custodian	Maddison Rust	maddison.rust@coburg charter.org
	Cusdtodian	Jon Russell	j.russell@coburgcharte r.org
4J Educational Support Staff	Special Education Teacher (substitute)	Kristine Foster	k.foster@coburgcharter.org
	Special Education EA	Samantha Russel	s.russel@coburgcharter.org

Contact person for the following areas of concern:

Sexual Conduct Reports - Lisa Jager (Executive Director)

Abuse Reports - For student related concerns, contact Anthony LaGoy (Counselor), and for student or staff related concerns, contact Lisa Jager (Executive Director).

American w/ Disabilities officer - Lisa Jager (Executive Director)

504 officer - Anthony LaGoy (Counselor) or Lisa Jager (Executive Director)

Title IX coordinator - Lisa Jager, 91274 N Coburg Rd., Coburg, OR (541) 344-4113

Title VI, Title VII, Title IX and other civil rights or discrimination issues - Lisa Jager (Executive Director)

Safety Officer - Lisa Jager (Executive Director) or Holly Campbell (Assistant Principal)

IV. ABOUT THE SCHOOL

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

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

- * A small school is the ideal setting for creating a strong sense of belonging and community (roots) and for nurturing curiosity and compassion
- * Strong school-community connections support strong academics, strong families, and vibrant community life
- * Academic excellence, including basic skills, critical thinking, and leadership opportunities, is possible & necessary for all students
- * A strong education includes an appreciation and understanding of history, including local heritage
- * A strong education includes understanding larger global issues and technology as a learning tool.

School Mission

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

School Vision

Our "roots and wings" philosophy fosters students' identity and belonging while preparing them to become productive members of society. Our commitment is to provide a unique program that lays a solid foundation upon which our children's intelligence, creativity, social and

environmental awareness can flourish. These solid roots will enable our students to soar into a bright future.

Academic Excellence & Curriculum

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

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

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

Other State Required and Recommended Instructional Topics Include:

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

Teachers may use instructional supplements to meet program goals and objectives and state standards; *for example*, our character and social and emotional programming is supplemented by mindfulness components, GoNoodle, and other resources, and our math and ELA program is supplemented by IXL. We also use Brainpop and Brainpop, Jr. to reinforce classroom instruction.

Community Immersion and Community Service

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

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

V. POLICIES AND PROCEDURES

A. ATTENDANCE ([CCCS Policy JED](#))

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

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

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

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

Cafeteria Doors Open for Student Supervision	7:45 a.m.
Front Office Doors Open	8:00 a.m.
* First bell rings	8:05 a.m.
* Tardy-must check-in at office	8:10 a.m.
Dismissal (Monday-Thursday)	
* Kindergarten and 2nd Grade	3:00 p.m.
* All other grades (3-8)	3:15 p.m.
Dismissal (Friday-EARLY RELEASE)	
* Grades K-1	11:45 a.m.
* Grades 2-8	12:00 p.m.

Attendance and Transportation

CCCS Attendance Policy for In-School Attendance

Attendance Reporting Procedures

Student is LATE:

1. Parent/guardian is requested to walk up and ring the office call button to give reason for late arrival. Student will be buzzed in for health screening and tardy slip, then proceed to class.
2. Student will take tardy slip to teacher.

Student is ABSENT:

If calling:

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

If emailing:

- a. Contact the teacher (email addresses are listed on the school website).
- b. Put "ATTENDANCE" in the subject line.
- c. Give student name, grade and reason for absence.
- d. CC the secretary at: office@coburgcharter.org

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

Planned Absence Form:

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

EXCUSED AND UNEXCUSED ABSENCES

It is imperative that all students enrolled at Coburg Community Charter School be accounted for each day. If your child will not be attending school on a given day, please call or email (office@coburgcharter.org) the school prior to 8:10 a.m. on the day of the absence, if needing to leave a message, include student's name, grade and reason for the absence (this is required). If parents/guardians do not call, for the child's safety the school will telephone or email the parents/guardians at home or at work.

Coburg Community Charter School is a closed-campus; students are not permitted to leave the school grounds at any time during the school day unless a parent or guardian is present to escort them, (with the exception of field trips). Before leaving the school, a student must be signed out to the parent or guardian by the office. Please sign your child back in at the office when returning the same day. If someone other than the parent or guardian is picking up the student, notification from an authorized adult is necessary before the student can be released. If a student leaves without permission, the parent or guardian will be notified and the student may receive disciplinary action, including, but not limited to, the absence being recorded as unexcused.

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

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

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

TARDY

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

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

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

(Confirmation of appointments may be required.)

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

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

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

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

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

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

1. If possible, ask the person who is physically or verbally harassing to stop. Don't joke around or make light of it. State that you would like the other person to stop the problem behavior.
2. If a problem behavior continues, let a teacher or adult in charge know about the problem right away. This is NOT tattling, this is reporting a problem.
3. If the harassing continues, this will then be addressed with an administrator. Consequences, depending on the severity, could include suspension and/or expulsion. See the discipline section for additional information.
4. Students may not encourage students to fight, retaliate, menace, threaten, use obscene language, or do any other behaviors meant to cause harm.

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

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

<https://www.safeoregon.com/resources/student-resources/>

Students may confidentially report concerns, threats, or harassment through the school Black Box email system. It can be accessed by visiting the Middle School Resources link on the [CCCS PortaPortal](#). Parents may report concerns to a teacher or administrator.

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

Domestic Violence – Student)

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

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

Coburg Community Charter School is not responsible for lost, stolen or damaged items including cell phones and other electronic devices. Valuables such as iPods, iPads, MP3 players, handheld electronic games, personal headphones, or other expensive items should NOT be brought to school without the express permission of teachers or administrative staff.

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.

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

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

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

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

Coburg Community Charter School strives for open 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 weekly class newsletters and information on homework and classroom activities.

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

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

Order of contact for concerns or complaints:

1. Teacher or staff member directly involved
2. Administration

3. The Board

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

E. DISCIPLINE POLICY ([CCCS Policy JG](#))

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

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

Be Safe

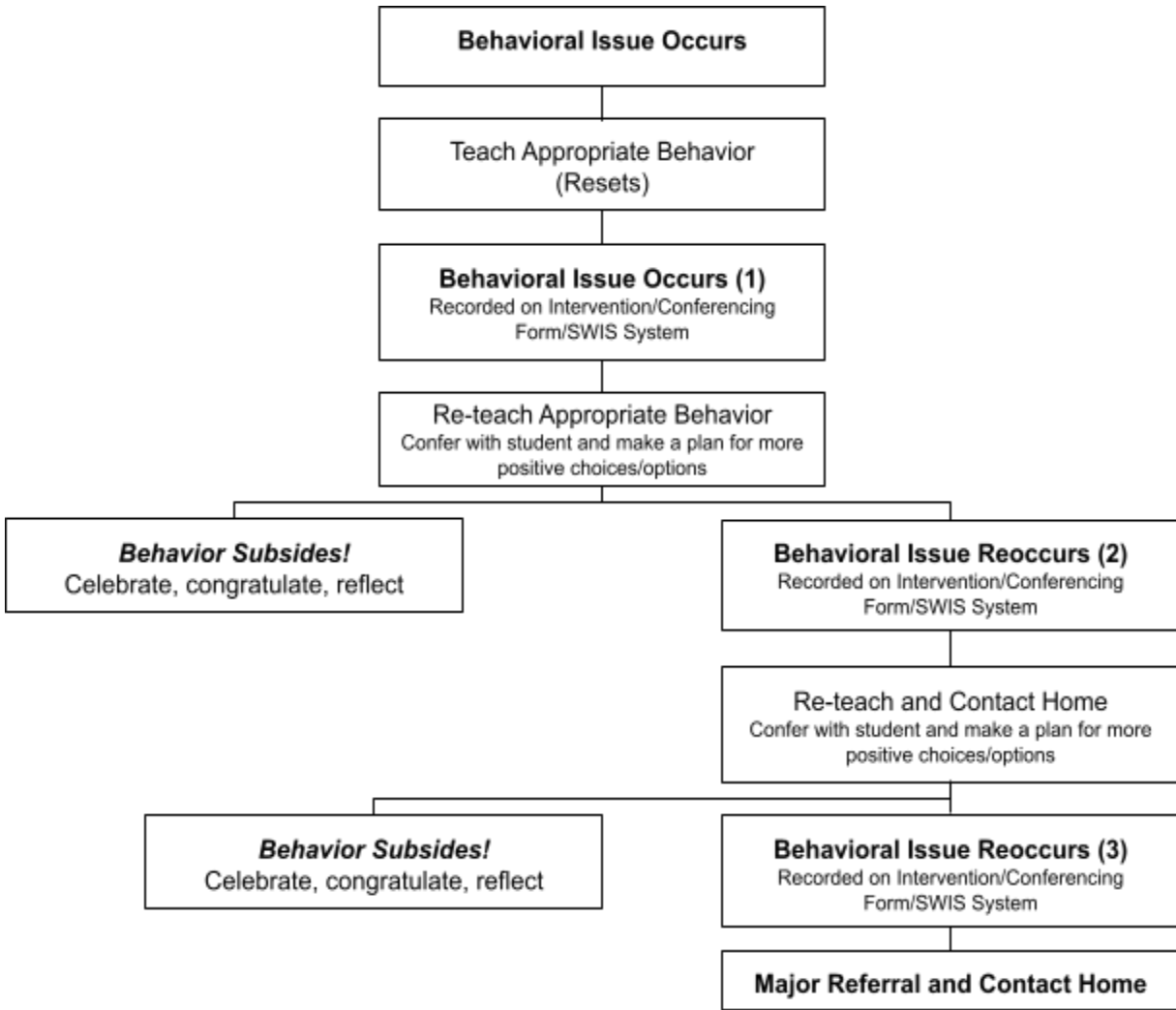
Be Respectful

Be a Self-Manager

Coburg Community Charter School Behavior Management

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

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

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

Coburg Community Charter School Behavior Management

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 major referrals:

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

Students will be subject to discipline, up to and including suspension or expulsion, for misconduct that violates federal, state, county, or city laws or the policies and rules established by CCCS, including but not limited to harassment or discrimination, theft, disruption of school, damage or destruction of school property, damage or destruction of private property, assault or threats of harm, unauthorized use or possession of weapons or dangerous instruments, unlawful use or possession of drugs, narcotics, or alcoholic beverages, and persistent failure to comply with rules of the lawful directions of teachers or school officials. Our goal is for the disciplinary action to be a learning opportunity for students whenever possible. According to [Senate Bill 553](#), 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.

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

F. DRESS CODE PURPOSE AND GUIDING PRINCIPLES

The individual is an important element in the overall mission and vision of CCCS. CCCS seeks to meet the individual where his or her needs are and raise each student to his or her full potential. This is the case not only academically, but socially and emotionally as well.

Each individual brings a unique set of qualities to the community. Every individual is important to a community, and in turn the community is vital to each individual. It is with these ideas in mind that all CCCS students have agreed to participate in a dress code that allows them to be recognized as the important individuals they are regardless of outer appearances and surface distractions, as well as helping to create a strong sense of community.

The dress code adopted by CCCS seeks to allow children to learn in an environment that is safe, comfortable, respectful of themselves and others, and focused on education and personal growth. It is with this in mind that the requirements for a solid-colored, collared shirts and pants that are free of graphics and logos were created. Children also need to be able to play outside and move freely during PE. Shoes that protect their feet and prevent slipping allow students to focus their energy on their play. Students' clothing should provide them with privacy for their bodies so attention received from peers is both appropriate and well intended.

In understanding the overall philosophy behind dress code decisions, it is our hope that its intention will become clearer. As questions surrounding the dress codes emerge, first consider the intention and philosophy behind the requirements. If you still feel unsure of how to cope with dress code issues please discuss your concerns or questions with a member of the CCCS administrative team.

Coburg Community Charter School - Dress Code *(latest revision 2020)*

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

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

.2021-22 Coburg Community Charter School - Dress Code

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

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

School Logo Wear (Bronco Wear): Approved Bronco Wear may be worn ANY day inside or outside the classroom.

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

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

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

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

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

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

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

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

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

Shoes:

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

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

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

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

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

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

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

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

NOTE: Students who wear clothing or accessories that do not adhere to dress code guidelines will have their parents notified with a note and/or email highlighting the guideline not adhered to. Students may be asked to remove the accessory or change that item of clothing at staff discretion.

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

Families in need of assistance please contact the school office for information office@coburgcharter.org or 541-344-4113.

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

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

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

Approved Bronco Wear:

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

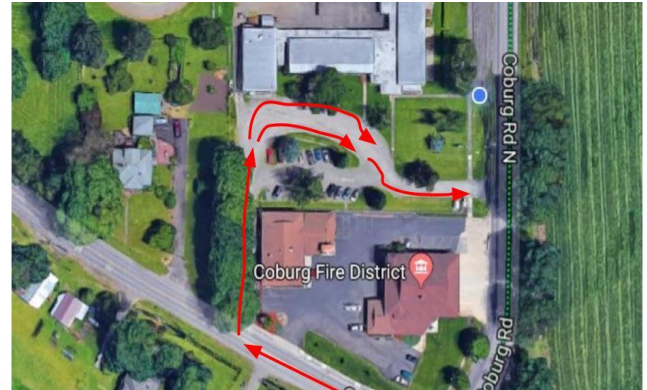
All t-shirts must be short sleeve in one of the following colors: black (or vintage black), heather grey, navy (vintage), green.

Sweatshirts can be grey hoodies, or full zip black hoodies.

G. DROP-OFF AND PICK-UP PROCEDURE

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

1. The school building and office opens at 8:00 a.m. All classes begin promptly at 8:10 a.m.
2. 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.



3. **Until pandemic recommendations shift we ask the K-2 students to enter through the front door in the morning (unless accompanied by an older sibling); 3-5th grade students enter through the south hallway double doors; 6-8th grade students enter through the cafeteria.**

4. School is dismissed at the following times:

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

5. Students must be picked up within 15 minutes of dismissal time.
6. 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.
7. **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. All other grades 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.
8. **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.**
9. Cell phone use is prohibited in the car line. Your full attention is required to move through the car line safely and quickly.

10. Follow the directions of the traffic monitors and **WATCH FOR CHILDREN WHO ARE CROSSING AND LOADING INTO VEHICLES** as you move through the driveway.
11. If you choose to park and walk your child to the designated entry doors, please plan to park in front of the building and not in the drive-through area. To maintain social distancing, we ask parents not to enter the building unless they have school business to complete.

H. FIELD TRIPS

Field Trip Policies will be updated according to ongoing recommendations from the OHA, ODE, and Lane County Public Health. Look for information in the weekly eblasts or from classroom teachers.

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

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

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

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

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

- The driver must be 21 years of age or older.
- The driver must have a valid driver's license and proof of current insurance.
- The vehicle must have a valid and current registration and license plates.
- All passengers must wear seat belts at all times.
- Parents/guardians need to provide proper car seats for their children in order for the driver to comply with Oregon law. *Current law requires children weighing more than 40 pounds but who are 4' 9" or less or under age 8 must be in a booster seat.*
- Chaperones and drivers must have completed all volunteer requirements and approved background check.
- All private vehicles must operate as a caravan with no unauthorized stops.

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

I. HOMEWORK POLICY

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

Homework's immediate educational purpose is:

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

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

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

J. ILLNESS/INJURY/HEALTH

Illness/Injury/Health policies will be updated according to ongoing Covid recommendations from the OHA, ODE, and Lane County Public Health. Look for information in the weekly newsletter/eblasts.

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

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

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

Covid Scenarios- CCCS will follow the guidance of ODE, OHA, and Lane County Public

Health with COVID-related protocols.

*People with COVID-19 can have a wide range of symptoms, ranging from mild symptoms to severe illness. Symptoms may appear 2–14 days after exposure to the virus. The **“primary” COVID-19 symptoms require exclusion from school.** The “non-primary” COVID-19 symptoms can be seen with many other illnesses, in addition to COVID-19. The non-primary symptoms do not always require exclusion. When feasible, ill students and staff with any primary COVID-19 symptoms should seek viral testing. If a student has non-primary symptoms that persist for more than one day, the parent should consider evaluation by the child’s healthcare provider who can determine if viral testing is advised.*

Primary COVID-19 symptoms:

- **Cough**
- **Temperature of 100.4oF or higher**
- **Chills**
- **Shortness of breath**
- **Difficulty breathing**
- **New loss of taste or smell**

Non-primary COVID-19 symptoms:

- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Nasal congestion or runny nose
- Nausea or vomiting
- Diarrhea

Presumptive case*

Individual who:

- Has at least two of the following COVID-19 symptoms: shortness of breath, cough, fever, new loss of smell or taste;
- Has not had a positive COVID-19 viral test; AND
- Had close contact with a confirmed case in the past 14 days

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

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

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

Any child with a fever of 100 degrees or above will not be allowed to remain in the classroom.

If a head injury is sustained the parent/guardian or other emergency contact will be called immediately. In case of a more serious injury, the school will immediately call 911 for emergency assistance.

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

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

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

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

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

L. PARENT/GUARDIAN-TEACHER CONFERENCES

Parent/Guardian-teacher conferences will be scheduled in the middle of the fall and spring grading periods. See this year's calendar for dates. The purpose of the conference is to: set goals, provide an up-to-date evaluation of the student's work, and discuss with parents/guardian ways to assist their children. **It is expected that at least one**

parent/guardian will attend scheduled conferences. Conferences also give parents/guardians an opportunity to ask questions and to become informed of school and classroom activities. Should you wish an additional conference at any time during the year, please contact your child's teacher for an appointment.

M. PICTURES/VIDEOS

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

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

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

N. RECESS/BREAKS

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

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

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

- Walk quietly through the school to the outside play area.
- Show consideration and respect for others; for example, show good sportsmanship and allow others to play games.
- Follow all instructions given by any staff member.
- Stay within the boundaries given by the staff members.
- Show pride in your school by keeping the building and grounds free of litter.
- If necessary, please ask to use the bathroom.
- Stop activity immediately when staff signals the end of recess/break. Line up/transition quietly and wait for staff directions.
- If another student is hurt, tell a staff member immediately.
- Collect all equipment used and return it to the storage area neatly.
- Use all equipment for its intended purpose. No personal toys or equipment without teacher or administrator permission.

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

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

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

O. REPORT CARDS

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

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

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

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

<https://www.virtuallabschool.org/preschool/child-abuse-id-reporting/lesson-1>

For more complete information on the CCCS Reporting of Suspected Child Abuse policy, click [here](#).

Q. SNACK POLICY

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

R. STATEWIDE TESTING

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

S. STUDENT INFORMATION/RECORDS

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

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

- **The right to inspect and review** the student's education records within 45 days after the day Coburg Community Charter School ("the school") receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- **The right to request the amendment** of education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to request an amendment of their child's or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the parent may request a hearing on the matter by contacting the executive director's office. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- **The right to consent to the disclosure** of personally identifiable information from the student's education records, unless federal or state law authorizes disclosure without consent. The school

releases student records without parental consent only when permitted by law and school policy. Consent is not required for disclosure to school officials within the school who have legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, teacher or support staff member (including health or medical staff) or a person serving as a school board member. Contractors, consultants, volunteers or other parties to whom the school has outsourced an institutional service or function (such as an attorney, auditor, or therapist) may be considered a school official provided the person performs an institutional service or function for which the school would otherwise use its own employees, is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, and is subject to school policies concerning the redisclosure of personally identifiable information. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

Public Notice

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

Exclusions

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

Directory information shall be released only with administrative direction.

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

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

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

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

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

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

Among these student rights and responsibilities are the following:

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

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

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

It is expected that all students be fully potty trained and can independently use the restroom prior to the first day of school. CCCS does not have additional personnel to support this.

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

U. TECHNOLOGY

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

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

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

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

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

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

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

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

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

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

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

Using Google Apps for Education tools and services allows students to work collaboratively and communicate via email with other students and teachers. These services are entirely online and are available 24 hours a day, 7 days a week from any Internet-connected computer. Examples of student use include online showcasing of class projects, building an electronic portfolio of school learning experiences, working in small groups online, both during and outside of normal school hours, and making presentations to share with others.

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

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

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

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

- a. unlawful activities
 - b. Inappropriate conduct or other offensive content
 - c. threatening or harassing another person
 - d. Misrepresentation of Coburg Community Charter School or its staff and/or students. Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where student free speech rights may be limited.
2. **Access Restriction & Permission.** *All students (K-8) are issued a school email address.* Access to and use of student email is considered a privilege accorded at the discretion of Coburg Community Charter School. CCCS maintains the right to immediately withdraw student access and use of any online services including email when there is reason to believe that violations of law or school rules have occurred. In such cases, the alleged violation will be referred to an Administrator for further investigation, which could result in disciplinary action and account restoration, suspension, or termination.

3. **Safety & Security.** Although we supervise this closely and Google does have a powerful content filter in place for email, CCCS cannot assure that users will not be exposed to unsolicited information nor can we guarantee the security of electronic files located on Google systems. In addition,
 - a. students may not post or share personal contact information about themselves or other people. That includes last names, addresses, and phone numbers.
 - b. students will let their teacher or other school employee know about any message they receive or conduct that is inappropriate or makes them feel unsafe or uncomfortable.
 - c. students are responsible for the use of their individual account and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a student provide his or her password to another person.

4. **Privacy.**

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

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

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

V. TEXTBOOKS, LIBRARY BOOKS, AND SCHOOL PROVIDED EQUIPMENT

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

W. USE OF SCHOOL FACILITIES

Coburg Community Charter School shares its facilities with various other organizations. School-sponsored activities and school-sponsored sport teams will take precedence over any other request. Scheduling of the gym and fields is made through the Community Coordinator. 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.

X. VISITOR POLICY/CLASSROOM OBSERVATIONS

Per Covid-19 guidance, visitors and volunteers will be restricted from visiting CCCS at present. Families will be notified if and when this policy changes

Parents/Guardian and other visitors are encouraged to visit Coburg Community Charter School. All persons not enrolled as students must have at least 24 hours prior approval from administration before visiting. Please email our school 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. When you check in at the office, you are required to sign in and pick up a visitor or volunteer identification badge. Visitors will be asked to remain in specified areas while on site and/or be supervised by school personnel. *In accordance with Federal and State law, visitors may not share information about other students that they have observed during their visit.*

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

Y. VOLUNTEERS

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

For this school year, CCCS asks that each family volunteers a minimum of 20 hours, with a portion of these hours going to support PCS (People for Coburg School). Families who are not able to fulfill the minimum hours have the option of paying \$15 per unfulfilled hours. If you know your family will not be able to fulfill your volunteer hours for the 2020-21 school year, you may pay \$300 to cover your required hours by September 24, 2020. Other options include dividing the \$300 into two payments due on September 24, 2020 and February 25, 2021. Please submit any in lieu payments by June 3, 2021. *CCCS is committed to supporting families in finding creative ways to give back to our community through volunteerism. If you have questions or ideas about how to volunteer, please check out the volunteer board across from the school office or contact Katie Brushett by email: community@coburgcharter.org.*

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

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

VOLUNTEER CODE OF CONDUCT

Volunteers at Coburg Community Charter School shall:

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

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

Z. WEATHER/ EMERGENCIES

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

In anticipation of possible inclement weather, the CCCS Board of Directors approved an increase in regular school day instructional minutes for the 2020-21 school year. This will allow up to three days of instructional time to be accommodated for in the need of school closure. If the school is closed for more than three days due to weather, days will be added back to the instructional calendar in the following order as needed: 1/6, 2/17, 3/20, 4/17, 5/1, 6/12, 6/15-19.

School-Family Partnership Agreement

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

As parents/guardians we understand and agree:

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

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

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

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

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

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

Please go to the following link to acknowledge that your family has received a copy of or has been able to access the Parent/Guardian and Student Handbook for Coburg Community Charter School: [Parent/Guardian and Student Handbook](#) (hard copies available in the school office).

V. SIGNATURE PAGE

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

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

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

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

If I have any questions regarding the items in this handbook I have been given the opportunity to discuss them with school staff and my questions have been answered. I also understand that Coburg Community Charter School may make changes to the Parent/Guardian and Student Handbook at anytime. When such changes are made, the school will communicate the changes to families via email. **Please sign and return by September 11, 2020.**

******Please go to the following link to provide an electronic signature: [CLICK LINK](#)
[HERE.](#)******

Parent/Guardian Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Signature: _____ Date: _____

Student Signature: _____ Date: _____

Appendix:

- A. School Complaint Procedure (KL)**
- B. Sexual Harassment Policy and Complaint Form (JBA_GBN)**
- C. Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, and or Domestic Violence – Student Policy (JFCF)**
- D. Reporting of Suspected Abuse of a Child (JHFE)**
- E. Student Rights and Responsibilities (JF_JFA)**
- F. Graduation Requirements (IKF)**
- G. Education Records/Records of Students with Disabilities (IGBAB_JO)**
- H. Medications (JHCD_JHCDA)**
- I. Parent Rights (KAB)**

COMMUNITY SCHOOL RELATIONS COMPLAINT PROCEDURE

Code: KL
Adopted: 6-12-17

The Board believes that complaints are most effectively resolved when they are handled as close to their origin as possible.

Although no community member will be denied the right to petition the Board for redress of a grievance, complaints should go through the proper channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations.

Step One: Initiating a Complaint

Any member of the public or school community, including staff, who wishes to express a complaint should discuss the matter with the school employee responsible. It is the intent of the School to solve problems and address all complaints as close as possible to their origination. If a discussion with the school employee responsible is not practical under the circumstances, the complainant, if he or she wishes to pursue the action, should contact an administrator about the issue in writing (e.g., email, letter, etc.).

Step Two: The Administrator

- a) If unable to resolve a problem or concern at Step One then the complainant should work with the administrator to resolve the complaint or concern. The administrator shall investigate the complaint, confer with the complainant and the parties involved.
- b) If the discussion with the administrator does not resolve the complaint, a non-quorum body of the Board will be present for a collaborative meeting between all parties involved to discuss the issue at hand and work towards a conclusion.
- c) If such discussion is not practical under the circumstances or a mutually agreeable solution can not be reached, the complainant, if he or she wishes to appeal the decision to the Board, shall file a signed, written complaint with the administrator clearly stating the nature of the complaint and a suggested remedy which initiates Step Three. If a complaint is filed with the Board, the administrator will prepare a written report of his/her findings and conclusion.

Step Three: The Board

The written complaint and the administrator's findings and conclusions shall be submitted to the Board. The Board shall hold a hearing to review the findings and conclusion of the administrator, to hear the complainant and to take such other evidence, as it deems appropriate. Generally all parties involved, including the school administrator, will be asked to attend such meeting for the purpose of presenting additional facts, making further explanations and clarifying the issues.

The Board may elect to hold the hearing in executive session if the subject matter qualifies under Oregon Revised Statutes.

The administrator, before consideration and action by the Board, will investigate any complaints about school personnel. The Board will investigate any complaints about the school administrator. The Board will not hear charges against employees in open session.

While speakers may offer objective criticism of school operations and programs, the Board will not hear personal complaints concerning school personnel nor against any person connected with the school system in public session. To do so could expose the Board to a charge of being party to slander and would prejudice any necessity to act as the final review of administrative recommendations regarding the matter. The Chair will direct the visitor to the appropriate means for Board consideration and disposition of legitimate complaints involving individuals.

If the complaint alleges a violation of the Standards for Oregon Public Schools the Board shall, at the conclusion of the complaint review process, provide the complainant with written notice of the process for directing an appeal to the State Superintendent of Public Instruction. Such an appeal can only be filed after the local complaint procedures have been exhausted or after 45 days of filing a written complaint with the district, whichever first occurs.

Complaints against an administrator may be filed with the administrator's direct supervisor. Complaints against the Executive Director should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member should be made to the Board chair and may be referred to public charter school counsel. Complaints against the Board chair may be made directly to the Board vice chair. If a complaint alleges a violation of state standards or a violation of other statutory or administrative rule that the State Superintendent of Public Instruction has appeal responsibilities, and is not resolved at the local level, then the public charter school will supply the complainant with appropriate information in order to file a direct appeal to the State Superintendent as outlined in Oregon Administrative Rules (OAR) 581-022- 1940.

END OF POLICY

Sexual Harassment Policy

Code: JBA_GBN

Adopted: 11/14/16, Revised: 11/5/18

The Board is committed to the elimination of sexual harassment in this public charter schools and at school-sponsored activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff members, or third parties on or immediately adjacent to school property, at any school-sponsored activity, on any school-provided transportation or at any official school bus stop by other students, staff members, public charter school board members or third parties. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in public charter school business, such as employees of businesses or organizations participating in cooperative work programs with the public charter school and others not directly subject to the public charter school's control at interschool or interscholastic athletic competitions or other public charter school events. "Public charter school" includes public charter school facilities; public charter school premises and nonpublic charter school property if the student or staff member is at any public charter school-sponsored, public charter school-approved or public charter school-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the public charter school; or where the staff member is engaged in public charter school business. The prohibition also includes off duty conduct which is incompatible with public charter school job responsibilities.

Sexual harassment of students, staff members or third parties shall include, but is not limited to, unwelcome sexual advances, requests for sexual favors and other verbal, nonverbal or physical conduct of a sexual nature when:

The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;

Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student or employment or assignment of staff members;

The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance or with a staff member's ability to perform job responsibilities; or creates an intimidating, offensive or hostile educational or working environment. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student or staff member subjected to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, staff members or third parties.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings, pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexuality in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

All complaints about behavior that may violate this policy shall be promptly investigated. Any students, staff members or third parties who has knowledge of conduct in violation of this policy or feels they are a victim of sexual harassment must immediately report their concerns to the public charter school administrator or compliance officer who has overall responsibility for all investigations. A student may also report concerns to a teacher, counselor or school nurse, who will promptly notify the appropriate public charter school administrator.

Upon receipt of a complaint from a student, student's parents, a staff member or a third party alleging behavior that may violate this policy, the school shall provide written notice as required by Oregon Revised Statute (ORS) 342.704(4) to the complainant.

The student and/or the student's parents, the staff member or a third party who initiated the complaint shall be notified when the investigation has been concluded and as to whether a violation of this policy was found to have occurred to the extent allowable under state and federal confidentiality laws.

The initiation of a complaint in good faith about behavior that may violate this policy may not adversely affect the educational assignments or educational environment of a student complainant or any terms or conditions of employment or work environment of the staff member complainant or any terms or conditions of employment or of work or educational environment of a third-party complainant. There shall be no retaliation by the public charter school against any person who, in good faith, reports, files a complaint or otherwise participates in an investigation or inquiry of sexual harassment.

It is the intent of the public charter school board that appropriate, corrective action will be taken by the public charter school to stop the sexual harassment, prevent its recurrence and address negative consequences. Students in violation of this policy shall be subject to discipline up to and including expulsion and/or counseling or sexual harassment awareness training, as appropriate. The age and maturity of the student(s) involved and other relevant factors will be considered in determining appropriate action. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional sexual harassment awareness training, as appropriate. Other individuals whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the public charter school administrator or the public charter school board.

Additionally, the public charter school may report individuals in violation of this policy to law enforcement officials. Licensed staff, staff registered with the Teacher Standards and Practices Commission (TSPC) and those participating in practicum programs, as specified by Oregon Administrative Rules, shall be reported to TSPC. The public charter school administrator or compliance officer have responsibility for investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Sexual Harassment Complaint Procedure

The public charter school administrator or compliance officer has responsibility for investigations concerning sexual harassment. The investigator(s) shall be a neutral party having had no involvement in the complaint presented.

Step 1 Any sexual harassment information (complaints, rumors, etc.) shall be presented to the public charter school administrator or compliance officer. All such information

shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates. If the compliance officer is the subject of the complaint, the complaint will be submitted to the public charter school administrator. If the administrator is the subject of the complaint, the complaint will be submitted to the public charter school board.

- Step 2 The public charter school official receiving the information or complaint shall promptly initiate an investigation. He/She will arrange such meetings as may be necessary to discuss the issue with all concerned parties within 10 working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The public charter school official(s) conducting the investigation shall notify the complainant in writing when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses.
- Step 3 If a complainant is not satisfied with the decision at Step 2, he or she may submit a written appeal to the public charter school board. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The public charter school board shall, within 30 working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The public charter school board shall provide a written decision to the complainant within 10 working days following completion of the hearing.

Direct complaints related to employment may be filed with the U.S. Department of Labor, Equal Employment Opportunity Commission or Oregon Bureau of Labor and Industries. Direct complaints related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the public charter school administrator or compliance officer.

All documentation related to sexual harassment complaints may become part of the student's education record or employee's personnel file, as appropriate. Additionally, a copy of all sexual harassment complaints and documentation will be maintained as a confidential file and stored in the public charter school office.

Coburg Community Charter School
SEXUAL HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of sexual harassment, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Coburg Community Charter School

WITNESS DISCLOSURE FORM

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Instance Witnessed: _____

Any Other Information: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, and or Domestic Violence – Student Policy

Code: **JFCF**
Adopted: 11/13/17
Revised: 5/20/19

The Board, in its commitment to providing a safe, positive, and productive learning environment for all students, will consult with parents/guardians, employees, volunteers, students, administrators, and community representatives in developing this policy compliance with applicable Oregon Revised law.

Hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying by students, staff, and third parties toward students is strictly prohibited. Teen dating violence is unacceptable behavior and prohibited.

Retaliation against a victim, any person who reports, is thought to have reported, or files a complaint about an act of hazing, harassment, intimidation or bullying, menacing, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is also strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial actions which may include discipline, up to and including expulsion. The public charter school may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for assaulting or menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment, or coercion against a school employee or another student.

Staff whose behavior is found to be in violation of this policy will be subject to consequences and appropriate remedial action which may include discipline, up to and including dismissal. Third parties whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

Students, staff, or third parties may also be referred to law enforcement officials.

The administrator is responsible for ensuring that this policy is implemented.

Definitions

“Public charter school” includes public charter school facilities, public charter school premises, and non-public charter school property if the student is at any public charter school-sponsored, public charter school-approved, or public charter school-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the public charter school.

“Third parties” include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, or others engaged in public charter school business, such as employees of businesses or organizations participating in cooperative work programs with the public charter school and others not directly subject to public charter school control at inter-public charter school and intra-public charter school athletic competitions or other school events.

“Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any public charter school-sponsored activity or grade level attainment, (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other such activities intended to degrade or humiliate. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to public charter school grounds, at any public charter school-sponsored activity, on public charter school-provided transportation, or at any official public charter school bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property; or
3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation¹, national origin, marital status, familial status, source of income or disability.

“Teen dating violence” means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

¹ “Sexual orientation” means an individual’s actual or perceived heterosexuality, homosexuality, bisexuality or gender identity, regardless of whether the individual’s gender identity, appearance, expression or behaviors differs from that traditionally associated with the individual’s sex at birth.

“Domestic violence” means abuse by one or more of the following acts between family and/or household members²:

1. Attempting to cause or intentionally, knowingly or recklessly causing bodily injury;
2. Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury;
3. Causing another to engage in involuntary sexual relations by force or threat of force.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means any acts of, including but not limited to, hazing, harassment, intimidation or bullying, menacing, or cyberbullying toward a person in response to an actual or apparent reporting of, or participation in the investigation of, hazing, harassment, intimidation or bullying, and acts of cyberbullying, teen dating violence, or retaliation.

“Menacing” includes any act intended to place a district employee, student or third party in fear of imminent serious physical injury.

Reporting

The administrator will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report concerns to the administrator who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on public charter school property, at a public charter school-sponsored activity, or in a vehicle school-provided transportation shall immediately report the incident to the administrator. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing, or an act of cyberbullying, or teen dating violence to the administrator may subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been hazed, harassed, intimidated or bullied, menaced, a victim of teen dating violence, or acts of being cyberbullied in violation of this policy is encouraged to immediately report concerns to the administrator who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report concerns to the administrator who has overall responsibility for all investigations. A report may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate public charter school official.

Reports against the executive director shall be filed with the Board chair.

² “Family or household members” as defined in ORS 107.705 OR means any of the following:

1. Spouses;
2. Former spouses;
3. Adult persons related by blood, marriage or adoption;
4. Persons who are cohabiting or who have cohabited with each other;
5. Persons who have been involved in a sexually intimate relationship with each other within two years immediately preceding the filing by one of them of a petition under Oregon Revised Statute 107.710;
6. Unmarried parents of a child.

The person who makes the report shall be notified when the investigation has been completed and, as appropriate, the findings of the investigation and any remedial action that has been taken. The person who made the report may request that the administrator review the actions taken in the initial investigation, in accordance with administrative regulations.

Training and Education

The public charter school shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, and acts of cyberbullying and this policy.

The public charter school shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grade 7 through 12.

The public charter school shall incorporate into existing training programs for staff information, related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence, and acts of cyberbullying and this policy.

Notice

The administrator shall be responsible for ensuring annual notice of this policy is provided in a student or staff handbook, school and website, and school and public charter school office and the development of administrative regulations, including reporting and investigative procedures.

Domestic violence posters provided by the Oregon Department of Education (ODE) shall be posted in clearly visible locations on school campuses in accordance with rules adopted by the ODE.

Reporting of Suspected Abuse of a Child

Code: **JHFE**
Adopted: 3/13/17

Any public charter school employee who has reasonable cause or reasonable suspicion to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, by any adult or by a student with whom he/she is in contact has abused a child, will immediately notify the Oregon Department of Human Services, Community Human Services or the local law enforcement agency. The school employee shall also immediately inform his/her supervisor or public charter school administrator.

Abuse of a child by public charter school employees or by students will not be tolerated. All public charter school employees are subject to this policy and the accompanying administrative regulations. If a public charter school employee is a suspected abuser, reporting requirements remain the same.

The public charter school administrator will implement such regulations as are necessary to accomplish the intent of this policy and to comply with state law. The public charter school will designate the administrator to receive reports of abuse. In the event the designated person is the suspected abuser, the director or designee shall receive the report of abuse. The public charter school will post in each building the name and contact information of the person designated to receive abuse reports, as well as the procedures the administrator will follow upon receipt of a report. When the administrator takes action on the report, the person who initiated the report must be notified.

A substantiated report of abuse by an employee shall be documented in the employee's personnel record. A substantiated report of abuse by a student shall be documented in the student's education record.

Upon request, the public charter school shall provide records of investigations of suspected abuse of a child by a public charter school employee or former employee to law enforcement, Oregon Department of Human Services or Teacher Standards and Practices Commission.

Any public charter school employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected abuse of a child by a public charter school employee or a student, in good faith, the student will not be disciplined by the Board or any public charter school employee.

Public charter school staff shall receive training each school year in the prevention and identification of abuse of a child and on the obligations of school employees under ORS 419B.005 and as directed by public charter school board policy to report suspected abuse of a child. In addition, an annual training for parents and legal guardians of students attending public charter schools shall be provided on the prevention, identification of abuse of a child and the obligation of school employees to report suspected abuse of a child.

Reporting of Suspected Abuse of a Child - Administrative Regulation (AR)

Code: JHFE-AR

Reporting

All public charter school employees having reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child, shall orally report or cause an oral report to be immediately made by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or to a law enforcement agency within the county where the person making the report is at the time of his/her contact. The public charter school employee should also immediately inform his/her supervisor or administrator. If known, such report shall contain the names and addresses of the child and the parents of the child or other persons responsible for the child's care, the child's age, the nature and extent of the suspected abuse, the explanation given for the suspected abuse, any other information which the person making the report believes might be helpful in establishing the possible cause of the suspected abuse and the identity of a possible perpetrator.

A written record of the abuse report shall be made by the employee suspecting the abuse of a child form (See JHFE-AR(2) – Abuse of a Child Investigations Conducted on School Premises). When the public charter school receives a report of suspected abuse of a child by one of its employees or by students, and the administrator determines that there is reasonable cause to support the report, the public charter school shall place the school employee on paid administrative leave until the DHS or a law enforcement agency either: 1) determines that the report is unfounded or that the report will not be pursued; or 2) determines that the report is founded and the education provider takes the appropriate disciplinary action against the school employee. If the DHS or a law enforcement agency is unable to determine whether the abuse of a child occurred the public charter school may either reinstate the employee or take disciplinary action at the public charter school's discretion.

The written record of each reported incident of abuse of a child, action taken by the public charter school and any findings as a result of the report shall be maintained by the public charter school.

Definitions

1. Oregon law recognizes these types of abuse:
 - a. Physical;
 - b. Neglect;
 - c. Mental injury;
 - d. Threat of harm;
 - e. Sexual abuse and sexual exploitation.
2. "Child" means an unmarried person who is under 18 years of age.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection. Furthermore, the public charter cannot confirm or deny whether reports of abuse have been made to state agencies or other official personnel.

The disciplinary records of a public charter school employee or former public charter school employee convicted of a crime listed in Oregon Revised Statute (ORS) 342.143 are not exempt from disclosure under ORS 192.501 or 192.502. Therefore, if a public charter school employee or former employee is convicted of a crime listed in ORS 342.143, the public charter school that is or was the employer of that employee when the crime was committed shall disclose the disciplinary records of the employee to any person upon request. However, prior to the disclosure of a disciplinary record the administrator shall remove any personally identifiable information from the records that would disclose the identity of a child, a crime victim or a school employee who is not the subject of the disciplinary record.

Failure to Comply

Any public charter school employee who fails to report suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A public charter school employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law. If an employee fails to report suspected abuse of a child or fails to maintain confidentiality of records as required by this policy, the employee will be disciplined.

Cooperation with Investigator

The public charter school staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of abuse of a child will be directed by the DHS or law enforcement officials as required by law. DHS or law enforcement officials wishing to interview a student shall present themselves at the school office and contact the administrator, unless the administrator is the subject of the investigation. When an administrator is notified that the DHS or law enforcement would like to interview a student at school, the administrator or designee must request that the investigating official complete the appropriate form (See JHFE-AR(2) – Abuse of a Child Investigations Conducted on School Premises). The administrator or designee should not deny the interview based on the investigator's refusal to sign the form. If the student is to be interviewed at the school, the administrator or designee shall make a private space available. The administrator or designee of the school may, at the discretion of the investigator, be present to facilitate the interview. If the investigating official does not have adequate identification the administrator or designee shall refuse access to the student.

Law enforcement officers wishing to remove a student from the premises shall present themselves at the school office and contact the administrator or designee. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, public charter school employees shall not notify parents;
3. The administrator or designee shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. Public charter school employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

Student Rights and Responsibilities Policy

JF/JFA

Adopted: 12/12/16

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.

Graduation Requirements Policy

Code: IKF
Adopted: 11/14/16

Revised: 12/10/18, 5/20/19

Students and their parents will be notified of state graduation and diploma requirements.

The public charter school will ensure that students have access onsite to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma or an alternative certificate. The public charter school will provide age-appropriate and developmentally appropriate literacy instruction to all students through grade 8.

The public charter school may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma, for the sole reason the student has the documented history listed under modified or extended diploma requirements in accompanying administrative regulation, IKF-AR – Graduation Requirements.

Beginning in grade five or beginning after a documented history to qualify for a modified diploma, an extended diploma, or an alternative certificate has been established, the public charter school will annually provide to the parents or guardians of the student, information about the availability and requirements of a modified diploma, an extended diploma, and an alternative certificate.

The public charter school may not deny a diploma to a student who has opted out of the statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out of the statewide summative assessments will need to meet the Essential Skills graduation requirement using another approved assessment option.

The public charter school shall establish conduct and discipline consequences for student-initiated test impropriety. “Student-initiated test impropriety” means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

Education Records/Records of Students with Disabilities Policy

Code: **IGBAB/JO**
Adopted: 10/09/17

Education records are those records maintained by the public charter school that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.}]

The public charter school shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development.

The public charter school annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

The public charter school may impose certain restrictions and/or penalties until fees, fines or damages are paid. Records requested by another district or public charter school to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance stating the public charter school's intent to impose restrictions and/or penalties until the debt is paid. The notice will include the reason the student owes money to the public charter school, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The public charter school may pursue fees, fines or damages through a private collection agency or other methods available to the public charter school. The public charter school may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the public charter school administrator.

The public charter school shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The public charter school provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the public charter school pertaining to the student's identification, evaluation, educational placement and free appropriate public education. The public charter school provides parents or an adult student, upon request, a list of the types and locations of education records collected, maintained and used by the public charter school.

The public charter school annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB – Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the public charter school to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. a copy of the public charter school's education records policy.

Regarding records to be released to public charter school officials within the agency, the public charter school's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests. School officials may also include a volunteer or contractor who performs an institutional service on behalf of the public charter school.

The public charter school annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA – Directory Information).

The public charter school shall give full rights to education records to either parent, unless the public charter school has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years of age or older or emancipated and the general public.

Medications Policy

Code: **JHCD/JHCDA**

Adopted: 12/11/17

Revised: 12/10/18

The public charter school recognizes that administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis³, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the public charter school may administer or a student may be permitted to administer to themselves a prescription (injectable and non injectable) and/or nonprescription (non injectable) medication at school.

The public charter school shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

When a licensed healthcare professional is not immediately available, personnel designated by the public charter school may administer to a student, epinephrine, glucagon or another medication to a student as prescribed and/or allowed by Oregon law.

The public charter school reserves the right to reject a request for personnel to administer, or to permit a student to administer to themselves, a medication when such medication is not necessary for the student to remain in school.

The administrator and/or designee will require that an individualized health care plan and allergy plan is developed for every student with a known life-threatening allergy, and an individualized health care plan for every student for whom the public charter school has been given proper notice of a diagnosis of adrenal insufficiency. Such a plan will include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activity.

A student may be allowed to self-administer medication for asthma, diabetes, hypoglycemia or severe allergies as prescribed by an Oregon licensed health care professional, upon written and signed request of the parent or guardian and subject to age-appropriate guidelines. This self-administration provision also requires a written and signed confirmation the student has been instructed by the Oregon licensed health care professional on the proper use of and responsibilities for the prescribed medication.

A request to the public charter school to administer or allow a student to self-administer prescription medication or a nonprescription medication that is not approved by the Food and Drug Administration (FDA) shall include a signed prescription and treatment plan from a prescriber⁴ or an Oregon licensed health care professional.

³Under proper notice given to the public charter school by a student or student's parent or guardian.

⁴A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in

A written request and permission form signed by a student's parent or guardian, unless the student is allowed to access medical care without parental consent under state law⁵, is required and will be kept on file.

If the student is deemed to have violated Board policy or medical protocol by the public charter school, the public charter school may revoke the permission given to a student to self-administer medication.

Prescription and nonprescription medication will be handled, stored, monitored, disposed of and records maintained in accordance with established public charter school administrative regulations governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a back-up prescribed auto injectable epinephrine is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by designated personnel to any student or other individual on school premises who a staff member believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by public charter school employees in accordance with established state law, Board policy and administrative regulation.

A school administrator, teacher or other public charter school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription and/or nonprescription medication, subject to state law.

A school administrator, school nurse, teacher or other public charter school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student's self-administration of medication, when that person in good faith assisted the student in self-administration of the medication, subject to state law.

A school administrator, school nurse, teacher or other public charter school employee designated by the school administration is not liable in a criminal action or for civil damages, when that person in good faith administers auto injectable epinephrine to a student or other individual with a severe allergy, who is unable to self-administer the medication, subject to state law.

A public charter school and the members of a public charter school board are not liable in a criminal action or for civil damages when a student or individual is unable to self-administer medication, when any person in good faith administers auto injectable epinephrine to a student or individual, subject to state law.

another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

⁵Subject to ORS 109.610, 109.640 and 109.675.

Medications Administrative Regulation (AR)

Code: **JHCD/JHCDA-AR**

Adopted: 12/11/17

Revised: 12/10/18

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

1. **Definitions**

- a. "Medication" means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken internally or externally but not injected except for pre measured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia. Medication includes any prescription for bronchodilators or auto injectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies.
- b. "Prescription medication" means medication that under federal law requires a prescription by a prescriber.
- c. "Nonprescription medication" means medication that under federal law does not require a prescription from a prescriber.
- d. "Adrenal crisis" means adrenal crisis as defined in Oregon Revised Statute (ORS) 433.800.
- e. "Adrenal insufficiency" means adrenal insufficiency as defined in ORS 433.800.
- f. "Notice of a diagnosis of adrenal insufficiency" means written notice to the public charter school from a student or a parent or guardian of a student who has been diagnosed with adrenal insufficiency with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat adrenal insufficiency crisis and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered.
- g. Prescriber⁶ means a doctor of medicine or osteopathy, a physician assistant licensed to practice by the Board of Medical Examiners for the state of Oregon, an Oregon-licensed, advanced practice registered nurse with prescriptive authority, a dentist licensed by the Board of Dentistry for the state of Oregon, an optometrist licensed by the Board of Optometry for the state of Oregon, a naturopathic physician licensed by the Board of Naturopathy for the state of Oregon or a pharmacist licensed by the Board of Pharmacy for the state of Oregon.
- h. "Qualified trainer" means a person who is familiar with the delivery of health services in a school setting and who is a registered nurse licensed by the Oregon State Board of Nursing, a doctor of medicine or osteopathy or a physician assistant licensed by the Board of Medical Examiners for the state of Oregon or a pharmacist licensed by the State Board of Pharmacy for the state of Oregon.
- i. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, dust or insect sting.

⁶A registered nurse who is employed by a public or private school, ESD or local public health authority to provide nursing services at a public or private school may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the school for not more than 90 days.

- j. “Asthma” means a chronic inflammatory disorder of the airways that requires ongoing medical intervention.
- k. “Designated personnel” means the school personnel designated medication pursuant to public charter school policy and procedure.

2. **Designated Staff/Training**

- a. The administrator will designate personnel authorized to administer prescription or nonprescription medication to a student while the student is in school, at a school-sponsored activity, under the supervision of school personnel, program on school-owned property and in transit to or from school or a school-sponsored activity, as required by Oregon law. The administrator will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules and this administrative regulation.
- b. The administrator will ensure the training required by Oregon law is provided to designated personnel. Training must be conducted by a qualified trainer. Training will be provided annually to designated personnel authorized to administer medication to students. The first year and every third year of training requires in-person instruction; during the intervening years, designated personnel may complete an online training that has been approved by the Oregon Department of Education (ODE) so long as a trainer is available within a reasonable amount of time following the training to answer questions and provide clarification.
- c. Training will provide an overview of applicable provisions of Oregon law, administrative rules, public charter school policy and administrative regulations and include, but not be limited to, the following: safe storage, handling, monitoring medication supplies, disposing of medications, record keeping and reporting of medication administration and errors in administration, emergency medical response for life-threatening side effects, allergic reactions or adrenal insufficiency and student confidentiality. Materials as recommended and/or approved by the ODE will be used.
- d. A copy of the public charter school policy and administrative regulation will be provided to all staff authorized to administer medication to students and others, as appropriate.
- e. A statement that the designated personnel have received the required training will be signed by the staff member and filed in the public charter school office.

3. **Administering Pre Measured Doses of Epinephrine to a Student or Other Individual**

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

4. **Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis**

A student experiencing symptoms of adrenal crisis while the student is in school, at a school-sponsored activity, while under the supervision of school personnel on school-owned property and in transit to or from school or a school-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the administrator will designate one or

more school personnel to be responsible for administering the medication to treat adrenal insufficiency;

- b. The designated personnel will successfully complete training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis in accordance with the rules adopted by the Oregon Health authority;
- c. The student or the student's parent or guardian must provide adequate supply of the student's prescribed medication to the public charter school;
- d. The administrator will require the development of an individualized health care plan for the student that includes protocols for preventing exposures to allergens, and establishes if or when a student may self-carry prescription medication when the student has not been approved to self-administer medication;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available staff member will immediately call 911 and the student's parent or guardian

5. Administering Medications to a student

- a. A request to permit designated personnel to administer medication to a student may be approved by the public charter school and is subject to the following:
 - i. A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the public charter school office and shall include:
 - 1. The written permission of the student's parent or guardian or the student if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
 - 2. The written instruction from the prescriber for the administration of the medication to the student that includes:
 - a. Name of the student;
 - b. Name of the medication;
 - c. Method of administration;
 - d. Dosage;
 - e. Frequency of administration;
 - f. Other special instructions from the prescriber, if any-; and
 - g. Signature of the prescriber.

The prescription label prepared by a pharmacist at the direction of the prescriber, will be considered to meet this requirement if it contains the information listed in (i)-(vii) above.

- ii. A written request for the designated personnel to administer non prescription medication to a student must be submitted to the public charter school office and is subject to the following:

1. The nonprescription medication is necessary for the student to remain in school;
2. The nonprescription medication is provided in the original manufacturer's container by the parent or guardian of the student;
3. The written instruction from the student's parent or guardian for the administration of the nonprescription medication includes:
 - i. Name of the student;
 - ii. Name of the medication;
 - iii. Method of administration;
 - iv. Dosage;
 - v. Frequency of administration;
 - vi. Other special instructions, if any; and
 - vii. Signature of the student's parent or guardian.

If the written instruction is not consistent with the manufacturer's guidelines for the nonprescription medication, the written instructions must also include a written order allowing the inconsistent administration signed by a prescriber.

- a. If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student's prescriber is required and will include:
 - i) Name of the student;
 - ii) Name of the medication;
 - iii) Dosage;
 - iv) Method of administration;
 - v) Frequency of administration;
 - vi) A statement that the medication must be administered while the student is in school;
 - vii) Other special instructions, if any; and
 - viii) Signature of the prescriber.
- b. An individualized health care and allergy plan will be developed for a student with a known life-threatening allergy and will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic reactions while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, on school-owned property and in transit to or from school or a school-sponsored activity, and will include a determination on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. It is the student's parent or guardian's, or the student if the student is allowed to seek medical care without parental consent, responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- d. It is the student's parent or guardian's, or the student's if the student is allowed to seek medical care without parental consent, responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- e. In the event a student refuses medication, the parent or guardian will be notified immediately, except where a student is allowed to seek medical care without parental consent. No attempt will be made to administer medication to a student who refuses medication;

- f. Any error in the administration of a medication will be reported to the parent or guardian immediately, except where a student is allowed to seek medical care without parental consent, and documentation will be made on the public charter school's Accident/Incident Report form. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dosage, frequency of administration or method of administration;
- g. Medication shall not be administered until the necessary permission form and written instructions have been submitted as required by the public charter school.

6. Administration of Medication by a Student to Themselves

- a. A student, including students with asthma or severe allergies, may be permitted to administer medication to themselves without assistance from designated personnel and is subject to the following:
 - i. A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - 1. A permission form from a parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675, and other documentation requested by the public charter school must be submitted for self-medication of all prescription medications;
 - 2. If the student has asthma, diabetes and/or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing a student's asthma, diabetes and/or severe allergy, and direct use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care programs on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - 3. The permission to self-administer the medication from the administrator and a prescriber or a registered nurse practicing in a school setting.
 - ii. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication and must have:
 - 1. The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675;
 - 2. The medication must have the student's name affixed to the manufacturer's original container; and
 - 3. The permission to self-administer medication from a building administrator.
 - iii. A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:

1. The written permission of the student's parent or guardian, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and
- (b) A written order from the student's prescriber that includes:
 - i) Name of the student;
 - ii) Name of the medication;
 - iii) Dosage;
 - iv) Method of administration;
 - v) Frequency of administration;
 - vi) A statement that the medication must be administered while the student is in school;
 - vii) Other special instructions, if any; and
 - viii) Signature of the prescriber.
- c) The student may have in his/her possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains a multiple dosage, the student may carry one package, such as, but not limited to, auto injectable epinephrine or bronchodilators/inhalers;
- d) Sharing and/or borrowing of any medication with another student is strictly prohibited;
- e) For a student who has been prescribed bronchodilators or epinephrine, the designated personnel will request that the parent or guardian provide back-up medication for emergency use by that student. Backup medication, if provided, will be kept at the student's school in a location to which the student has immediate access in the event the student has asthma and/or severe allergy emergency
- f) Upon written request from a parent or guardian, and with a prescriber's written statement that the lack of immediate access to a backup auto injectable epinephrine may be life threatening to a student, and the location the school stores backup medication is not located in the student's classroom, a process shall be established to allow the backup auto injectable epinephrine to be kept in a reasonably secure location in the student's classroom
- g) A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the public charter school;
- h) Permission for a student to administer medication to themselves may be revoked if the student violates Board policy and/or this administrative regulations
- i) A student may be subject to discipline, up to and including expulsion, as appropriate;
- j) A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication.

7. Handling, Monitoring and Safe Storage of Medication Supplies for Administering Medication to Students

- a. Medication administered by designated personnel to a student or self-administered by a student, must be delivered to the school in its original container, accompanied by the permission form and written instructions, as required above.
- b. Medication in capsule or tablet form and categorized as a sedative, stimulant, anticonvulsant, narcotic analgesic or psychotropic medication will be counted by designated personnel in the presence of another public charter school employee upon receipt, documented in the student's medication log and routinely monitored during storage and administration. Discrepancies will be reported to the administrator immediately and documented in the student's medication log. For such medication, not in capsule or tablet form, standard measuring and monitoring procedures will apply.
- c. Designated personnel will follow the written instructions of the prescriber and the student or the student's parent or guardian and training guidelines as may be recommended by the ODE for administering all forms of prescription and/or nonprescription medications.
- d. Medication will be secured as follows:
 - i. Non-refrigerated medications will be stored in a locked cabinet, drawer or box;
 - ii. Medications requiring refrigeration will be stored in a separate refrigerator used solely for the storage of medication;
 - iii. Access to medication storage keys will be limited to the administrator and designated personnel.
- e. Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.
- f. In the event medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian or the student (in situations involving ORS 109.610, 109.640 and 109.675) immediately.

8. **Emergency Response**

- a. Designated personnel will notify 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects that result from staff-administered medication or from student self-medication or allergic reactions. The parent or guardian and administrator will be notified immediately.
- b. Minor adverse reactions that result from staff-administered medication or from student self-medication will be reported to the parent or guardian immediately, except when the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.
- c. Any available public charter school staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.

9. **Disposal of Medications**

- a. Medication not picked up by the student's parent or guardian, or the student when allowed pursuant to ORS 109.610, 109.640 and 109.675, at the end of the school year or within [five] school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in a non-recoverable fashion as follows:

- i. Medication will be removed from its original container and personal information will be destroyed
- ii. Solid medications will be crushed, mixed or dissolved in water, liquid medications will be mixed or dissolved in water; and
- iii. Mixed with an undesirable substance, e.g., coffee grounds, kitty litter, flour; and
- iv. Placed in impermeable non-descriptive containers, e.g., empty cans or sealable bags, and placed in the trash.

Prescriptions will be flushed down the toilet **only** if the accompanying patient information specifically instructs it is safe to do so;

Other medication will be disposed of in accordance with established training procedures including sharps and glass.

- a) All medication will be disposed of by designated personnel in the presence of another public charter school employee and documented as described in Section 10 below.

10. **Transcribing, Recording and Record Keeping**

- a. A medication log will be maintained for each student administered medication by the public charter school. The medication log will include, but not be limited to:
 - i. The name of the student, name of medication, dosage, method of administration, date; and time of administration, frequency of administration and the name of the person administering the medication;
 - ii. Student refusals of medication;
 - iii. Errors in administration of medication;
 - iv. Incidents of emergency and minor adverse reaction by a student to a medication;
 - v. Discrepancies in medication supply;
 - vi. Disposal of medication including date, quantity, the manner in which the medication was destroyed and the signature of the staff involved.
- b. All records relating to administration of medications, including permissions slips and written instructions, will be maintained in a separate medical file apart from the student's education records file unless otherwise related to the student's educational placement and/or individualized education program. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- c. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and his/her parents or guardian. Information may be shared with other staff with a legitimate educational interest in the student or others as may be authorized by the parent or guardian in writing or others as allowed under state and federal law.

9/28/17 | PH

Parental Rights - Policy

Code: **KAB**

Adopted: 1/23/17

Revised: 10/8/18

The public charter school board recognizes the importance of promoting parental input in decision making related to their student's health and general well-being, in determining public charter school and student needs for educational services, in program development and public charter school operations. To assist the public charter school in this effort, and in accordance with the Every

Student Succeeds Act of 2015 (ESSA), the public charter school affirms the right of parents, upon request, to inspect:

1. A survey created by a third party before the survey is administered or distributed by the public charter school to a student, including any district survey containing "covered survey items"⁷ as defined by ESSA;
2. Any instructional material used by the public charter school as part of the educational curriculum for the student;
3. Any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of public charter school students will also, upon request, be permitted to excuse their student from "covered activities"⁸ as defined by ESSA. The rights provided to parents under this policy, transfer to the student when the student turns 18 years of age, or is an emancipated minor under applicable state law.

⁷"Covered survey items," under ESSA, includes one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program.

⁸"Covered activities," requiring notification under ESSA, include activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more of covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance and administered and scheduled by the school in advance. See the administrative regulation for additional definitions.

Parental Rights - Administrative Regulation

Code: **KAB-AR**

Revised/Reviewed: 01/23/17

The following definitions and procedures will be used to implement the parental rights requirements of the Every Student Succeeds Act ESSA:

Definitions

1. "Survey," as defined by federal law and as used in Board policy and this regulation, includes an evaluation. It does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act;
2. "Covered survey items" means one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program;
3. "Covered activities" requiring notification under ESSA means those activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, or of other students. This provision does not apply to physical examinations or screenings that are permitted or required by law, including physical examinations or screenings permitted without parental notification;
4. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in public charter school business, such as employees of businesses or organizations participating in cooperative work programs with the public charter school and others not directly subject to public charter school control;
5. "Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments;
6. "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); telephone number; or a social security identification number;
7. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body. It does not include a hearing, vision or scoliosis screening and does not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.

Requests to Inspect Materials

Parents may inspect surveys, instructional materials or instruments used to collect personal student information for marketing purposes before such items are administered or distributed by a public charter school to a student as follows:

1. Requests may be directed to the public charter school office by phone or in person;
2. Requests must be received by the public charter school no later than [five] working days following receipt of notification by the public charter school of its intent to administer or distribute such items;
3. Materials may be reviewed at the public charter school office or mailed by the public charter school;
4. Requests to mail materials must be accompanied by a self-addressed, stamped envelope.

Requests to Excuse Student from Covered Activities

A parent may request that his/her student be excused from participation in any of the following covered activities:

1. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information to others;
2. Any public charter school or third party survey;
3. The administration of nonemergency, invasive physical examinations or screenings.

All such requests must be:

1. Directed to the public charter school administrator in writing;
2. Received by the public charter school no later than five working days following receipt of notification by the public charter school of its intent to administer or distribute such items.

Student Privacy

The public charter school recognizes its responsibility to protect student privacy in the event of administration or distribution of a survey to a student containing one or more covered survey items.

A student's personal information that may be collected as a result of such surveys will be released only with prior, written parental permission. The public charter school will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the public charter school discloses personally identifiable information from educational records.

Notification

The public charter school administrator shall be responsible for ensuring appropriate notification to parents of their rights under federal law, Board policy and this regulation.

Accordingly, notification will:

1. Be made at least annually at the beginning of the public charter school year or at other times during the public charter school year when enrolling students for the first time in school;
2. Include the specific or approximate dates during the public charter school year when covered activities are scheduled or expected to be scheduled.