

HOLLA **SCHOOL**

Abundant Brilliant Creative

Family Handbook **2023-2024**

Overview

Welcome
Origins and History
School Colors and Logo
Mission and Vision
Philosophy
Education Model
Inclusion / Non-Discrimination / ADA

Educational

Assignment of Students to Classes
Attendance and Truancy
Child Find / Identification of Students with Disabilities
Computer Use
Early Admission to Kindergarten or 1st Grade
Family Advisory Council
Field Trips
Grade Level Placement of Students
Grading and Reporting
Instructional Materials Review and Selection
Promotion/Retention
Students with Special Education Needs
Talented and Gifted Education

Community

Animals in the School
Bullying/Harassment/ Intimidation/Cyberbullying
Community Postings
Corporal Punishment Prohibited
COVID-19 and Communicable Diseases
Distribution or Posting Materials
Dress Code
Parent/Guardian Code of Conduct
Parent/Guardian Expectations and Rights
Parent/Guardian Involvement
Custodial Agreements and Information Sharing
Physical Touch
Prohibition, Notification, and Reporting of Suspected Child Abuse and Sexual Misconduct
Restorative Practices
Student Code of Conduct
Student or Parent Complaints
Student Rights and Responsibilities
Student Restraint/Seclusion
Tobacco, Alcohol & Drugs and Weapons
Visitors to the School
Volunteers

Logistics

Compliance with the Law
COVID-19
Immunizations
Inclement Weather

Lice
Medication
No Religious Affiliation
Personal Electronic Devices
Restroom Use
Safety Drills
School Breakfast and Lunch Program
Student Education Records
Student Drop Off and Pick Up Procedures

Welcome

Hello and Welcome to HOLLA School! We are beyond thrilled to welcome you in joining us at HOLLA School (referred to throughout this Handbook as HOLLA School or the school)!

HOLLA School is quite truly a dream come true for us as we work to change the narrative of Black, Brown and Indigenous youth in schooling. Since the beginning of the institution of education, communities of color have struggled to have their brilliance and capacities fully acknowledged and accepted. With HOLLA School, we intend to interrupt the systematic exclusion of students of color from academic success by challenging dominant norms and centering the racial, cultural, linguistic and ancestral realities of Black, Brown and Indigenous youth, families and staff. Through the intentional honoring and development of identity, skills, intellect, criticality and joy, we will hold space for maximizing opportunities for expressions of brilliance for all.

Thank you for entrusting your babies to us at this school full of growth, affirmation and joy!

Origins & History

HOLLA School is a nonprofit, 501(c)(3) public benefit organization; a public charter school sponsored by Reynolds School District. We are a tuition-free school of choice for K-2nd grade students in the Rockwood community.

The word, “HOLLA” comes from Tupac Shakur’s song, “Holla if you hear me!” Tupac calls out to the community to respond. We believe the Rockwood Community is calling, “Holla if you hear me!” to change the academic narratives for Black, Brown, and Indigenous youth. HOLLA School is our response to the community’s call to action.

School Colors & Logo Meaning

Indigo Color Meaning - Powerful and dignified, indigo conveys integrity and deep sincerity. The color meaning of indigo reflects great devotion, wisdom and justice along with fairness and impartiality. It is a defender of people’s rights to the end.

Gold Color Meaning - Gold symbolizes wealth and prosperity, success and triumph. Associated with higher ideals, wisdom, understanding and enlightenment. It inspires knowledge, spirituality and a deep understanding of ourselves and our souls. At HOLLA School we call this identity. It is not only used to signify royalty, majesty, but also divinity and honor.

Butterfly - metaphorical for transformation, growth and development. In various Native American tribes and culture they symbolize dreams, joy, prophecy. At HOLLA School it reflects our beliefs that brilliance and greatness are already possessed within, similar to the cocoon of a caterpillar, which already contains the DNA to be a butterfly.

Butterflies are beautiful and have mystery, symbolism, and meaning and are a metaphor representing spiritual rebirth, transformation, change, hope, and life. Butterflies are known for their flight and at HOLLA School this reflects our ability to possess infinite mindsets, which is the ability to change one’s own mind or direction.

Mission & Vision

- To change the academic narratives of Black, Brown and Indigenous youth by honoring lived experiences, catalyzing genius and centering joy.
- To explore student identities, nurture their curiosity, ignite their criticality and orient them in the world.
- To systematize the use of a comprehensive anti-racist, culturally and historically responsive instructional framework that centers relationships through mentoring, literacy, agriculture, entrepreneurship and the contributions of our communities.

The HOLLA School Philosophy

We believe **ALL** children are inherently abundant, brilliant & creative.

We believe culturally responsive & sustaining instruction and curriculum benefits **ALL** children.

We believe in the power and potential of Black, Brown & Indigenous Youth.


HOLLA School's philosophy includes examining our Pedagogy, Policies and Practices. These concepts are the underpinning of HOLLA School's commitment to anti-racist education. We define these in the following ways:

- Pedagogy - The beliefs, knowledge, and skills that we apply to the practice of teaching and learning. This includes but is not limited to a racial, socio-political, and historical context.
- Policies - The rules, expectations, processes and governing principles that determine the ways in which schools operate.
- Practices - The implementation of our policies and pedagogy encompassed by teaching and learning through a culturally responsive lens.

HOLLA School applies critical anti-racist lenses to our Pedagogy, Policies and Practices. At HOLLA, we believe ALL students are brilliant and that it is our work to create the conditions for their brilliance to shine. Our philosophy includes holistic learning experiences centered around the historical, cultural and social emotional needs of our Black, Brown and Indigenous youth, families and community. This culturally responsive approach that decenters traditional white cultural norms is proven to benefit ALL students, regardless of race or socioeconomic status.

Educational Model

HOLLA School's educational model:

-  Centers relationships with our students, families & staff.
- Elevates student, family & community voice.



Centers family literacy and engagement.

-Consistently showcases Black, Brown, and Indigenous brilliance.



Monitors academic achievement and implement tiered interventions.

-Uses data to interrogate and remove barriers for academic success.



Inspires entrepreneurship through urban farming and financial literacy.

-Real world applications/Place-based.

Our Culturally Responsive Literacy Instruction is rooted in both historical and present day context, centering ancestral and current cultural beliefs, experiences and values. HOLLA's instructional philosophy emphasizes literacy as a core principle of student success. Research consistently reveals that literacy is a key predictor of academic progress, noting students not proficient in reading by 3rd grade are four times more likely to drop out of high school than proficient readers. Therefore, literacy instruction at HOLLA is intentionally incorporated into all aspects of the school experience.

Examples of literacy integration that extend beyond reading and writing instruction include, but are not limited to:

- historic literacy
- environmental literacy
- entrepreneurial literacy
- financial literacy
- media literacy
- digital literacy
- cultural literacy
- social literacy
- emotional literacy
- racial literacy

HOLLA School uses Dr. Gholdy Muhammad's instructional framework for culturally and historically relevant pedagogy.

Identity	How does our curriculum and instruction help students learn about themselves and/or others? • I can name ways I can make a difference in my community.
Skill Development	How does our curriculum and instruction respond to or build students' skills in various content areas? • I can develop an action plan to solve an issue in my community.
Intellectual Development	How does our curriculum and instruction respond to or build students' knowledge and understanding? • I can learn what it means to have agency and create change.
Criticality	How does our curriculum and instruction help students understand power, justice, anti-racism and oppression? • I can learn about discrimination and ways to disrupt it.

Joy	<p>How does our curriculum and instruction enable and amplify joy?</p> <ul style="list-style-type: none"> • I can describe what it feels like to be a change agent for myself as well as others.
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HOLLA School will provide students with multiple pathways for engagement such as:

Narrational: through stories and words; read, tell a story or create another type of narrative.

Logical-Quantitative: numerically with measurement; provide data, use deductive reasoning, examine numbers, statistics, musical rhythms, logic, through stories and pictures & cause and effect relationships.

Foundational: philosophy, background, root systems, rationales; big questions about the circle of life, and our place in the world; explore different meanings.

Experiential: personal encounters and experiences of others; a hands on approach, interacting directly with materials (physical or virtual), simulations, personal explanations.

Grading and Reporting

HOLLA School maintains the belief that student scholastic success is best measured individually and is assessed for the purposes of fostering student identity development, individual learning and curiosity. At HOLLA School our grading practices center on the three pillars of equitable grading based on Joe Feldman’s “Grading for Equity.” Those pillars include accuracy, resistance to bias and the development of intrinsic motivation.

HOLLA School students will be assessed using a four-point rubric accompanied by corresponding letters (A, E, M and X) to represent progress toward state standards in the areas of math, reading, writing and science.

1. A = Attempting

a. The student shows evidence of attempting progress towards meeting goals in the subject areas of Math, Reading, Writing and Science but does not yet meet existing state grade-level standards

2. E = Emerging

a. The student shows evidence of emerging progress towards meeting goals in the subject areas of Math, Reading, Writing and Science based on existing state grade-level standards

3. M = Meeting

a. The student shows evidence of meeting goals in the subject areas of Math, Reading, Writing and Science based on existing state grade-level standards

4. X = Exceeding

a. The student shows evidence of exceeding goals in the subject areas of Math, Reading, Writing and Science based on existing state grade-level standards

Student performance will be documented and shared with students and families as outlined below:

1. Student & Family Pre-Conference

a. Student Self-Assessment Inventory

- b. Goal setting with student and parent/guardian
 - c. Review of students' personal goals with HOLLA School Staff
 - d. Review of course outcomes based on student's grade level
- 2. Teacher Created Rubrics of Grade Level Standards
- 3. Portfolio of Student Work
- 4. Quarterly Conferences
 - a. Reflection on progress toward personal goals
 - b. Review rubric and progress toward academic goals
 - c. Review teacher written-progress report with parent/guardian
- 5. Quarterly Progress Reports
 - a. Progress Reports at the end of every term (9 weeks)
 - b. Copies disseminated to each parent/guardian(s) of students in grades K-2 and placed in school file

For all primary grade students, K-2, in the subjects of math, science, reading and writing, our grading practices will be student-centered, reported quarterly through conferencing and written reports in a timely manner pursuant to applicable state requirements and terms in any charter contract with Reynolds School District.

Instructional Materials Review and Selection

HOLLA School Administrators will select instructional materials for core academic areas from those that have been adopted by the Oregon Department of Education and/or the Reynolds School Board. Additionally, HOLLA School Administrators will identify major supplementary material in core academic content areas and the criteria for their use with students to enhance student learning, promote knowledge retention, differentiate instruction, reinforce key concepts and provide opportunities to meet a broad range of learning needs.

HOLLA School will provide textbooks for free use by all enrolled students. Our instructional materials will reflect the most current information and research available, and be aligned to academic content standards. HOLLA will review instructional materials annually to assess appropriateness and relevance to students' needs, development and lived experiences. HOLLA School, shall consider the best educational needs and interests of the students, including but not limited to, the following areas of academic focus:

- 1. Literacy Development - print, numerical, financial, entrepreneurial, social-emotional, age appropriate media and other materials
- 2. Culturally Responsive, Specific and Sustaining Instruction
- 3. Tribal History/Shared History
- 4. Agriculture
- 5. Entrepreneurship

Inclusion / Non-Discrimination

At HOLLA School, diversity is not something we strive for, it is who we are. We celebrate the identities, individual differences, life experiences, knowledge, innovation, self-expression, and talent of each person- the visible and invisible qualities that make you who you are. HOLLA School affirms and welcomes people of all races, ethnicities, abilities, experiences, socio-economic backgrounds, sexual orientations, gender identities, religion, and citizenship statuses. Our inclusive culture inspires us to be unapologetic, bold and speak openly. Our commitment to diversity and inclusion guides us into culturally responsive relationships that thrive on joyfully celebrating the individuals who make up our community. Join us.

HOLLA School strictly prohibits discrimination based on any legally protected classification including, but not limited to, race, color, religion, gender (sex), national origin, age, veteran

status, familial status, sexual orientation, gender identity, physical characteristics historically associated with race, disability, genetic information or any other characteristic protected by applicable law. HOLLA School will provide education and access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

No Religious Affiliation

HOLLA School is not affiliated with any nonpublic sectarian school or religious institution. As provided in ORS 338.115, the HOLLA School will not violate the Establishment Clause of the First Amendment to the United States Constitution or section 5, Article I of the Oregon Constitution, and HOLLA School is not religion based.

Legal Compliance

The HOLLA School will be governed within federal and state regulatory frameworks. HOLLA presently operates in accordance with ORS Chapter 65 (Nonprofit Corporations) and will continue doing so. HOLLA will fully comply with all laws that pertain to Oregon public charter schools, including those specified in ORS 338.115 (below) and all Oregon Administrative Rules relating to public charter schools adopted by the Oregon State Board of Education or other state agency.

Student Education Records

HOLLA School student education records are available for use and inspection only by the student's parent/legal guardian(s), and any staff members with a "need to know" based on assignment to instruct and/or supervise the student, or upon lawful subpoena if the parent or guardian is informed in advance of the receipt of the subpoena and given an opportunity to challenge the subpoena.

"Education records" are all records related to a student maintained by the charter school, including:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of parent/guardian;
5. Date of entry into school;
7. Course of study and marks received;
8. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results;
9. Attendance;
10. Date of withdrawal from school;
11. Student's Social security number (if provided, voluntarily, by parent/guardian);
12. Other information, i.e., psychological test information, anecdotal records, records of conversations, discipline records, IEP's, etc.

Memory aids and personal working notes of individual staff members kept in the sole possession of the staff member are considered personal property and are not considered part of the student's education records.

"Personally Identifiable Information" includes, but is not limited to:

- (a) The student's name;
- (b) The name of the student's parent/guardian or other family member;

- (c) The address of the student or student's family;
- (d) A personal identifier, such as the student's social security number or student number;
- (e) A list of personal characteristics that would make the student's identity easily traceable; and
- (f) Other information that would make the student's identity easily traceable.

“Parent” means a parent of a student and includes a natural parent, a guardian, an individual authorized in writing to act as a parent in the absence of a parent or a guardian, or a surrogate parent appointed to represent a student with disabilities. The term does not include the state if the child is a ward of the state and the student is eligible for special education services or is suspected of being eligible for special education services under state and federal law.

A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent/guardian notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without parent/guardian authorization or as otherwise provided by law and/or HOLLA School Board policy.

Education records are maintained in a minimum one-hour fire-safe place in the administration office.

Talented and Gifted

State statutes and rules related to TAG services do not apply to public charter schools and HOLLA School considers and treats ALL students as the talented and gifted children they are - every child has unique gifts, talents, and other strengths. The components of our educational program and school climate - including differentiated instruction, universal design, multi-tiered supports, culturally responsive teaching, and targeted small learning environments - will be integrated to ensure that students who have abilities above “the norm” will be continually challenged to learn and achieve at and beyond their “levels.”

Students with Special Education Needs

“Special Education is services and supports, it's specially designed instruction, it's access to a free and appropriate public education. It's not an adjective to describe a student, a room, or a curriculum. Shifting our language to be more precise is essential in combating ableism and destigmatizing disability...We contribute to deficit narratives and ableist views when we refer to students as Special Education Students ” ~ Dr. Jen Newton & Dr. Mira Williams

At HOLLA School we strive to eliminate bias against all forms of brilliance

Reynolds School District, as the Local Education Agency, is responsible to provide a Free and Appropriate Public Education (FAPE) to all of its students identified for special education services under IDEA. The District will serve children with disabilities attending the HOLLA School in the same manner as the District serves children with disabilities in District schools, including but not limited to: implementing special education and related services according to each child's individual education program (IEP) and providing supplementary and related services on site at the HOLLA School to the same extent to which the District has a policy or practice of providing such services on site to its other public schools.

HOLLA School students who are eligible for special education and related services will be considered RSD students for funding, data collection and reporting purposes. HOLLA School will, under guidance of the LEA, work with LEA specialists to support exceptional needs (e.g., occupational therapists, speech and language pathologists). HOLLA will coordinate with RSD in its provision of Specially Designed Instruction and in delivering best practices that are compliant

with applicable laws and requirements. HOLLA educators will coordinate with RSD regarding the provision of all accommodations and modifications to the regular instructional program as required by a student's IEP.

HOLLA's staffing plan takes into account our anticipated student population, including those with special education needs; we will seek to hire teachers and staff with multiple endorsements and areas of expertise (e.g., Special Education, Bilingual Education, Reading Specialist). In addition, all HOLLA personnel will receive professional development in classroom based strategies and pedagogy proven by research to be effective with special student populations. In keeping with the mission of HOLLA School, our SPED professional development will be culturally responsive. This professional development includes required training on Family Educational Rights and Privacy Act, as well as ongoing support provided for all teachers by HOLLA's designated special education coordinator, 504 coordinator, and ELL coordinator in partnership with Reynolds School District. These designated staff members will attend additional trainings to share with the full HOLLA team.

Child Find / Identification of Students with Special Education Needs

Reynolds District is responsible for identifying, locating, and evaluating students, to determine which children enrolled in a public charter school may be in need of special education and related services. The HOLLA School will work closely with the District and any resident school district to ensure that "Child Find" responsibilities are carried out in good faith with respect to students enrolled in the HOLLA School. The HOLLA School will implement a multi-tiered system of support process to provide supports and interventions prior to the referral for special education services, except in those cases in which an evaluation of the student has been specifically requested.

The HOLLA School will promptly notify the District if a student may need evaluation to determine eligibility for special education and will comply with the District's practices and policies for referral of any student for evaluation. Any student referred for evaluation shall remain enrolled at the HOLLA School unless and until an IEP team determines that the HOLLA School is not the appropriate placement for that student.

Field Trips

Classroom teachers and students plan field trips, off-campus activities, and "walking outings" that correspond with classroom curriculum. Parents are notified well in advance of such activities, and permission slips are required for each student. Permission slips for each off-campus trip must be signed and returned to the teacher prior to the activity. Students who do not have parental permission to leave campus will remain on campus. HOLLA School, as an inclusive community that utilizes a tiered intervention model, does not seek to exclude any child from community outings or activities. There may be times where at the discretion of the multidisciplinary school team and the parent or guardian, a student may require additional interventions before a student is able to engage on field trip or off campus activity, for their own safety or that of others. In the event that a child is excluded from participating in such an outing, every effort will be made to repair relationships in accordance with restorative practices and applicable public policies so that the child may participate in the next scheduled outing or field trip. 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.

School Breakfast and Lunch Program

HOLLA School will provide breakfast and lunch to all students on school days, at no cost to students/families. Families will be asked to fill out a free and reduced lunch application at the beginning of the school year.

Student Age at Entry

A child must turn age five by September 1 in order to qualify for Kindergarten admission, must turn age six by September 1 in order to qualify for first grade admission. HOLLA School does not do early admission exceptions.

Student Placement in Class

HOLLA School Administrators are responsible for placing students in specific classes. Students are assigned to classes based on the age of the student and on staffing, scheduling and other considerations.

Student Promotion and Retention

HOLLA School uses RSD's policy on student promotion and retention, and the underlying OARs; IKE, adopted 12/08/10, OAR 581-022-1130 and OAR 581-022-1670.

HOLLA School is dedicated to the total and continuous development of each student enrolled. School Administrators will place students at the grade level best suited to them academically, socially and emotionally. Students will normally progress annually from grade to grade.

Exceptions may be made when, in the judgment of the Administrators, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

- A.) As required by Oregon Statutes, all recommendations will be provided in a timely manner that allows sufficient time to develop an appropriate plan for the coming year. The final decision will rest with the school administrator.
- B.) The decision to separate a student from their grade/age peer group will be considered with caution and only if other strategies appear unlikely to impact the student's performance to the degree necessary to sustain a satisfactory rate of growth.

Dress Code

HOLLA School does not have a uniform. As a culturally responsive community we must ensure that all students, families and staff are treated with dignity and respect; this means that clothing that depicts racial or situational epithets, uses inappropriate slang, racial, gender, or homophobic slurs or language that can be deemed offensive by any members of this community cannot be tolerated. Clothing should cover all areas deemed as private parts. If clothing that is weather appropriate is needed, HOLLA School will work with local agencies to provide students and families with access to available resources, where requested or sought.

Student Rights and Responsibilities

Students at HOLLA School have the right to:

- 1.) Be treated with respect and dignity, without discrimination based on race, national origin, gender assigned at birth or expression, language, religion, ability or socioeconomic status
- 2.) Shape instruction by voice or expressed interest in a topic, subject, or module

- 3.) To see themselves reflected in the curriculum, teachers, staff and materials
- 4.) Learn their histories and that of their families
- 5.) To receive all rights as set forth in federal, state and local laws and guidelines.

At HOLLA School we maintain the following beliefs, support and instruction to uphold each student's rights and responsibilities:

I AM Abundant: this means I have the right to receive support, instruction, love and praise that is abundant and overflowing; therefore I will respect the rights of others to also receive, share in and reciprocate their abundance.

I AM Brilliant: this means I have the right to have my intellect respected, encouraged and challenged; therefore I will respect and honor the brilliance of my schoolmates, teachers and staff.

I AM Creative: this means I can problem solve, create solutions, and think creatively in ways that support and uplift myself, my family and this community; therefore I will honor the creativity of those around me and embrace ways that I can change my own mind or direction. I can!

Student Code of Conduct

HOLLA School students agree to the following in addition to the guidelines set by federal and state requirements around Tobacco Use, Weapons and Bullying: Hands, feet, and body parts to self; I can try new things; I can ask for help. At HOLLA School we have the motto: "I Shine, You shine, We shine." This motto centers the connection between the whole community and when we are positive, our behaviors are positive and in turn, we reflect back to each other Abundance, Brilliance and Creativity.

We embrace and encourage ALL of our students to conduct themselves in the manner of InLak'ech, which is an Indigenous Mayan value meaning, you are my other me.

At HOLLA School we will recite the poem, written by Luis Valdez that states the following:

In Lak'ech

Tú eres mi otro yo. You are my other me.

Si te hago daño a ti, If I do harm to you,

Me hago daño a mi mismo. I do harm to myself.

Si te amo y respeto, If I love and respect you,

Me amo y respeto yo. I love and respect myself.

Computer Use

HOLLA School is the owner of the school's computer system, software and internet account. Students may be permitted to use HOLLA School's electronic communications system only to conduct business related to the management or instructional needs of the charter school or to conduct research related to education consistent with the charter school's mission or goals. Personal use of charter school computers, including email access, by students, is prohibited during the school day; outside the school day, it is allowed only with permission from a HOLLA School representative.

The charter school's electronic communications system meets the following federal Children's Internet Protection Act requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or, with respect to the use of the computers by students, harmful to students;
2. The on-line activities of students are monitored;
3. Access by students to inappropriate matter on the Internet and World Wide Web is denied;

4. Procedures are in place to help ensure the safety and security of students when using electronic mail, chat rooms and other forms of direct electronic communications;
5. Unauthorized access, including so-called “hacking” and other unlawful activities by students on-line is prohibited;
6. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;
7. Measures designed to restrict students’ access to materials harmful to students have been installed.

HOLLA School retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted, received or contained in the charter school information system are the charter school’s property and are to be used for authorized purposes only. Use of charter school equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the charter school’s or district’s system are in compliance with HOLLA School policy, administrative regulations and law, school Administrators may routinely review user files and communications.

Tobacco, Alcohol / Drugs & Weapons

HOLLA School will prioritize safety. HOLLA School will be tobacco-free, drug-free, and weapon-free. This handbook includes culturally responsive and restorative justice pedagogies, policies and practices, as well as student code of conduct. HOLLA School will review this handbook with students, staff and families in order to facilitate understanding and all families will sign a Handbook Agreement as an indication of understanding and agreement to adhere to the Handbook policies and procedures. Students will be explicitly taught the content of said handbook. HOLLA School Community Agreements will be reinforced through our Multi-Tiered Systems of Support.

At no time shall a HOLLA School student be in possession of, or in distribution of, tobacco, alcohol, drugs or other controlled substances; a student in possession of the aforementioned drugs or substances will be subject to suspension and/or expulsion. Consideration will be taken regarding the age of the student and any past patterns of behavior prior to imposing a suspension or expulsion of the student.

Tobacco

Our intent is to provide a safe and healthy environment for our students, staff, families, and visitors. All forms of tobacco use (cigarettes, e-cigarettes, vaping, smokeless, etc.) are prohibited on HOLLA School grounds and at all school-sponsored activities. This policy applies equally to all team members, scholars and visitors.

Alcohol & Other Drugs

HOLLA School has a zero tolerance policy regarding alcohol and other drugs. The school is committed to providing a safe environment and to fostering the well-being and health of its students and team members. That commitment is jeopardized when anyone uses drugs on our premises, comes to the school or events under the influence, or possesses, distributes or sells alcohol or drugs in the workplace. The term “drug” for purposes of this policy includes prescription drugs that might affect workplace safety, as well as illegal inhalants and illegal drugs under either state and/or federal law. The term “intoxicants” means drugs or alcohol. The goal of this policy is to balance our respect for individuals with the need to maintain a safe, productive drug-free environment. Intoxicants will not be tolerated at the school.

Weapons at School

HOLLA follows Reynolds School District's Policy JFCJ, last revised/readopted 4/09/14; Weapons in the Schools, substituting "School Administrator" for "superintendent." This policy is based on the Gun-Free Schools Act, Pro-Children Act of 1994, and Gun-Free School Zones Act of 1990.

Students have the right:

- To attend a school without fear of weapons.
- To attend a school free of threats to their physical or emotional well-being.

Students have the responsibility:

- Not to possess weapons or "look-alikes" in or around the school grounds/facilities or at school-sponsored activities.
- To report knowledge of weapons that might be in a student's possession or on the school grounds.
- To report any person who threatens to harm any student or staff member.

Students shall not bring, possess, conceal, or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization.

As defined by state and federal law, the term weapon includes:

- Dangerous weapon – means any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
- Deadly Weapon – means any instrument, article or substance specifically designed for and capable of causing death or serious physical injury;
- Firearm – means any instrument (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by action of explosive, frame, or receiver of any such weapon, any firearm silencer or any destructive device.
- Destructive device – means any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into a destructive instrument or from which a destructive device may be readily assembled. A destructive device does not include any device, which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety, or similar device.

HOLLA's handling of situations involving student possession, use or distribution of illegal drugs, weapons, flammable devices and/or other items that may be used to injure others will align with our culturally responsive restorative practices and behavioral interventions.

Procedures: In the event that a HOLLA School student is in possession, use, or distribution of illegal drugs, weapons, flammable devices or other items that may be used to injure others:

1. HOLLA School will immediately remove from the classroom setting any student who has in their possession: illegal drugs for use or distribution, weapons, flammable devices or other items that might be used to injure others.
2. HOLLA School will place the student in a setting where the observed behavior will receive immediate attention, including, but not limited to, the office of the school administrator, counselor or a school psychologist licensed by the Teacher Standards and Practices Commission or the office of any licensed mental health professional.
3. HOLLA School will require that an evaluation of a student be obtained by a licensed mental health professional before allowing the student to return to the classroom setting. A student who is removed from the classroom setting for an evaluation may not be removed for more than 10

school days unless the administrator is able to show good cause that an evaluation could not be completed in that time period.

4. HOLLA School administrator(s) will provide to the parent or legal guardian of the student notification that describes the student's behavior and the school's response.

These procedures and policies are designed to:

1. Protect students and school employees from harm;
2. Provide opportunities for students to learn from their mistakes;
3. Foster positive learning communities;
4. Keep students in school and attending class;
5. Impose disciplinary sanctions without bias against students from a protected class;
6. Implement a graduated set of age-appropriate responses to misconduct that are fair, nondiscriminatory and proportionate in relation to each student's individual conduct;
7. Employ a range of strategies for prevention, intervention and discipline that take into account a student's developmental capacities and that are proportionate to the degree and severity of the student's misbehavior;
8. Propose, prior to a student's expulsion or leaving school, alternative programs of instruction or instruction combined with counseling for the student that are appropriate and accessible to the student in the following circumstances:
 - a. Following a second or subsequent occurrence within any three-year period of a severe disciplinary problem with the student; or
 - b. When a parent or legal guardian applies for the student's exemption from compulsory attendance on a semiannual basis as provided in ORS 339.030:
 - i. HOLLA School will, to the extent practicable, use approaches that are shown through research to be effective in reducing student misbehavior and promoting safe and productive social behavior; and
 - ii. Ensure that school conduct and discipline codes comply with all state and federal laws concerning the education of students with disabilities

Personal Electronic Devices

"Personal electronic device" is defined as a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/ or displaying information and data. Examples include cell phones, smartphones, smart watches, MP3 players, iPod players, tablets, laptop computers, and the like.

HOLLA School has an "OFF and AWAY" policy. All "personal electronic devices" must be turned off when entering the school building. Bringing any electronic device to school is at the risk of the student; HOLLA will not assume any responsibility whatsoever for personal electronic devices.

Physical Touch

At HOLLA School we strive to provide a safe, warm and welcoming climate. While we will ensure the physical safety of ALL students as outlined throughout the HOLLA School Family Handbook, we also want to provide assurance to each student that fits their unique personality, needs and honors the boundaries of both students and staff. HOLLA School Staff will provide fist bumps, high fives and verbal praise. With families, students and staff, permission should be first asked before offering hugs that are the right shoulder to left shoulder or vice versa, no front to front hugs between a child and staff will occur.

Prohibition of Corporal Punishment

No HOLLA School staff member or volunteer or other representative will ever be authorized to inflict corporal punishment on a HOLLA School student. "Corporal punishment" means the willful infliction of, or willfully causing the infliction of, physical pain on a student.

Student Restraint/Seclusion

HOLLA School does not utilize restraint or seclusion as a response to behaviors of any kind. We actively reject policies that contribute to the school to prison pipeline. Our interventions, to ensure the safety of the student and the community if student behavior becomes unsafe: clear the room and remove any audience. HOLLA School will not have any seclusion spaces and will not seclude children.

Attendance and Truancy

HOLLA School shares the belief that attendance is a critical part of learning. Research shows that daily attendance is a key factor in student success. Additionally, HOLLA School holds the belief that our community is much more rich when each child is present. The goal for each HOLLA School student is to attend at least 90% of every school day. We know that at times attendance can be a challenge for varying reasons; we encourage families to reach out to their child's teacher or school administrators regarding any barriers to attending. State law does require that HOLLA School reports attendance for every child, every day. State law also requires that a child who misses 10 consecutive school days must be dropped from enrollment and a family meeting must be held prior to re-enrollment.

Attendance Policy

All students between the ages of 7 and 18, who have not completed grade 12, are required to attend school unless otherwise exempted by law. School staff will monitor and report violations of the state compulsory attendance law. Students not attending school on a regular basis will be referred to the school district Attendance Officer and/or District Attorney along with county agencies assigned to keep kids in school. A citation can be issued for erratic or non-attendance.

HOLLA School Attendance Line: 503-660-8438

Student Responsibility

Students are being taught to be responsible members of their learning communities. Absences affect learning, regardless of the reason. Students, who miss even a small portion of class, lose out on a significant amount of learning. It is a student's responsibility to make up any assigned work when absent.

Parent Responsibilities

1. Please review the attendance policy.
2. Notify the school when your student is absent by 9:00 am the day of the absence, if possible, by calling the HOLLA School attendance line or completing the Absence/Tardy Form.
3. Please notify the school of any change in the student's address or phone number.

School Responsibilities

The school will present accurate attendance information to parents. The attendance team will track student's attendance and provide interventions accordingly. Chronic unexcused absences will result in:

- Students with excessive absences may be required to provide a note from a physician or clinic verifying illness for an absence to be excused. **At 10**

consecutive absences in all scheduled classes, even planned/prearranged/excused absences, Oregon Law requires the school to drop students from enrollment. If applicable, students under 18 years of age will be referred to the truancy officer (ORS 339.010 – ORS 339- 090).

Schools have the right to determine placement of students as needed into alternative educational programs when erratic attendance, serious disciplinary issues or poor performance and effort are keeping the student from benefiting from his/her education program
(ORS: 339.065; 339.010-339.030; 339.250; 339.925)

Attendance Procedures

Per the law of the Oregon Department of Education, school attendance is the responsibility of the student and their family. **If a student is absent/tardy, the parent/guardian must contact the attendance office in one of the following ways:**

By Phone: Call the attendance line before 9:00 a.m. to report an absence or tardy.

In Writing: Complete the Absence/Tardy Form before 9:00 a.m. to report an absence or tardy.

Other home and family related absences: Absences longer than two days must fill out the Absence/Tardy Form prior to the absence. Each absence is an individual case and will be treated per the circumstances surrounding the request.

Parents/guardians have **48 hours** after an absence to call HOLLA School or complete the Absence/Tardy Form. Students who are absent without a parent/guardian phone call or completion of the Absence/Tardy Form within the two-day limitation **will be “unexcused.”** If you are unable to meet the two-day deadline, due to extenuating circumstances, you may appeal to the appropriate Administrator.

Tardy Policy

The HOLLA School tardy policy is as follows:

- Students arriving after 8:30am will be marked tardy, which is 15 minutes after the start of the school day. Tardies will be marked in Synergy and sent via written quarterly reports (ie progress and regular report card periods)
- 3 week reports for students with excessive “Unexcused Tardies,” this will identify students with 10 or more tardies in this time period.
- The designated administrator will meet with students who have excessive tardies and address this issue including implementing a “HOLLA School Agreement.”

Collaborative Effort:

For the tardy policy to become an effective tool in the HOLLA School community to fulfill its mission, all stakeholders (administrators, staff, teachers, students and parents) must work together to ensure that students are present and on time to each class each school day. The effectiveness of the tardy policy is based upon the following assumptions:

- Teacher participation
- Implementation of an effective tardy policy that will be consistently monitored and applied by the administration
- Consistent tracking by all staff

- Parents ensuring that their student(s) are at school each day, on time, and complete the Absence/Tardy Form.

Roles and Responsibilities:

There must also be a strong effort by each person in our community to help students arrive at class on time and be prepared to learn. The effectiveness of the tardy policy will depend upon each person fulfilling their role and responsibilities as follows:

Administrators - Will meet with parents, assign attendance contracts, and try other interventions to identify barriers to attendance.

Students - Will arrive to class on time. Parents will communicate with teachers, advisers and administrators and support the tardy policy.

Teachers - Students should expect teachers will promptly take attendance at the beginning of each class and should expect the following:

- Teachers will provide “on task” activities and record attendance promptly at the beginning of each period.
- Teacher will mark student tardy for being late to class.
- If a student misses more than ½ of their scheduled school day, the teacher will mark this a full day absence.

Bullying/Harassment/ Intimidation/Cyberbullying

HOLLA School will use Universal Design and Tiered Interventions for Addressing Behaviors of Concern.

HAZING/HARASSMENT/INTIMIDATION/BULLYING/MENACING/CYBERBULLYING

Hazing, harassment, intimidation, bullying, menacing, or cyberbullying by students, staff or third parties toward students is strictly prohibited and shall not be tolerated by HOLLA School.

Retaliation against any person, who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including a report to the Teacher Standards and Practices Commission and 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 an Administrator or the Board. Individuals may also be referred to law enforcement officials.

“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 HOLLA School-sponsored or grade level attainment, i.e., 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, 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 school grounds, at any school-sponsored activity, on school-provided transportation or at any official school bus stop, that may be based on but not limited to, the protected class 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;
3. Creating a hostile educational environment including interfering with the psychological wellbeing of the student.

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

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

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 harasses, intimidate or bully. Students and staff will refrain from using personal electronic devices or HOLLA School property/equipment to violate this policy.

“Menacing” includes, but is not limited to, any act intended to place a student in fear of imminent serious physical injury.

“Retaliation” means hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying toward a person in response to a student for actually or apparently reporting or participating in the investigation of hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying or retaliation.

An Administrator or designee will take reports and conduct a prompt investigation of any report of an act of hazing, harassment, intimidation or bullying, menacing, and acts of cyberbullying.

Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concern to the principal/designee who has overall responsibility for all investigations.

Any student who has knowledge of conduct in violation of this policy or feels he/she has been hazed, harassed, intimidated or bullied, menace, a victim of cyberbullying in violation of this policy is encouraged to immediately report his/her concerns to an Administrator or designee, who has overall responsibility for all investigations. This report may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate HOLLA School official.

Restroom Use

Utilizing the restroom is a human right. HOLLA School holds the belief that a bathroom is a bathroom and during the school day will not assign a gender to bathrooms located in the main section of the building. HOLLA School students must use the restroom stall alone. A HOLLA

School staff may be assigned to the area near the bathrooms to assist students with duties such as handwashing or if an immediate safety issue arises; but will not enter any stalls with a child at any time. HOLLA School staff, volunteers, visitors or any other adult approved to be in the building, will NOT use the same restrooms as students while students are present in the school building. Any student who requests greater privacy for any reason should be given access to an alternative restroom, such as a staff restroom or health office restroom, if one is available. However, school staff cannot require a student to use an alternative restroom for any reason.

Restorative Practices

HOLLA School's mission is to change narratives for our youth, which means that we cannot be another entity that excludes Black, Brown and Indigenous youth from the larger community. As a School team we believe that restorative practices are integral for continued wholeness and health not only for HOLLA School scholars, but also for us as School staff.

In a nutshell, our philosophy is to approach discipline with culturally responsive practices that retain children within the community through restorative practices. We believe that in the context of valuing relationships, it is important to listen to the behavior of our young people, to offer options and alternatives to exclusion, and to leverage student abilities, mentorship and community support to develop the skills needed to function within the community in a positive and healthy manner.

At HOLLA School, Restorative Practices will be the foundation of our response to behavior and discipline that is disruptive and/or harming to individuals or the overall climate of our community. We approach restorative practices using the following restorative protocol:

- Address and discuss the needs of the school community
- Build healthy relationships between educators and students
- Resolve conflict, hold individuals and groups accountable
- Repair harm and restore positive relationships • Reduce, prevent , and improve harmful behavior

Student Incident & Referral Procedure: HOLLA School will document concerning behaviors and disciplinary incidents on our referral form. Our referrals include the name of the person making the referral, name of the student involved in the incident, the time, the date, the stage of incident, a description of the incident, the HOLLA School Community Agreement that was not met, and the interventions attempted. In addition, for Stage II and Stage III incidents, we will include the Learning Goal Plan developed in collaboration with the student and parent/guardian. A copy of the referral form will be provided to the parent/guardian and will be maintained in the school's files in accordance with the Oregon Student Information Protection Act.

Incident Stages and Restorative Interventions

Stage I

1. Infrequent
2. Common
3. Low Impact
4. Conference
5. Peer to Peer Repair with HOLLA Staff Support
6. No Referral

Stage II

1. Frequent
2. Less Common
3. Harmful Impact on Student, Others and/or Community
4. Referral
5. Conference
6. Can include disciplinary actions up to suspension
7. Learning Goal and Monitoring of the Plan
8. Restorative Justice Circle

Stage III

1. Persistent
2. Rare
3. Significant and Harmful Impact on Student, Others and/or Community
4. Referral
5. Conference
6. Can include disciplinary actions up to suspension and expulsion
7. Learning Goal and Monitoring of the Plan
8. Additional Community Supports
9. Restorative Justice Circle

Inclement Weather

In the event of inclement weather, HOLLA School will follow the School District's decisions for school closures and delays. School district closures and delays are generally announced between 6:00-7:30 am on many local radio and TV stations.

Medication

Students requiring medication are requested to take all doses at home if possible. If medication must be given during school hours or while students are on school sponsored field trips, a medication administration form must be completed and signed by the parent and prescribing medical professional. Medication must be given to school staff in the original container including prescription label attached and only the amount to be given by school staff in the container. School staff will keep a log of the date, time, and amount of medication given to the student.

All medications are kept secured in the school office. Contact the office if you need a medication administration form. Students are not to have medications elsewhere on the school grounds without prior written approval including a medication administration form.

Immunizations

Oregon law requires students to maintain certain levels of immunizations throughout their K-12 experience. Parents must present proof of immunizations when a child enrolls in school. We require immunizations prior to entering kindergarten, grade 1 and grade 2.


For more information on immunizations and the list of required immunizations by grade level, visit the [Multnomah County School Immunizations webpage](#). If you need assistance in locating a health care provider or clinic site, please contact your school nurse or visit the [Multnomah County Student Health Centers webpage](#).

COVID-19 and Other Communicable Diseases

HOLLA School will follow current guidance from the Oregon Department of Education for decisions and processes regarding communicable diseases.

If these guidances are updated during the school year, HOLLA School Administration will communicate the update via REMIND to families. If there is a communicable disease exposure at HOLLA School, school administration will notify exposed students within 24 hours of learning about the exposure.

HOLLA School follows the When To Go To School guidance created by the Oregon Health Authority and Oregon Department of Education; we ask HOLLA School families to refer to the When To Go To School graphic when deciding to keep scholars home or bring them to school.



Health Guidance for Going to School

Showing up to school every day is critical for children's well-being, engagement, and learning.

Make sure to send children to school if they:

- Are generally healthy and well.
- Can participate in usual day-to-day activities.

Children can even go to school if they:


- Have a cold, which may include a runny or stuffy nose and cough.
- Have eye redness without drainage, fever, eye pain, eyelid redness or vision changes.
- Have a mild stomachache.
- Have a rash that is consistent with a previously diagnosed skin condition, e.g., eczema or psoriasis.
- Have head lice. Though they are annoying and should be treated, lice are not a reason to exclude a child from school.
- Haven't had a fever in 24 hours and they have not taken fever-reducing medicine during that time.


Please see the back of this handout for details on when children should stay home. Note that in many situations, a health-care provider's note is not needed to return to school.


Children may sometimes avoid school due to feelings of anxiety (symptoms may include decreased appetite, feeling tired, stomachache, headache, etc.). If you are worried that your child may be suffering from feelings of anxiety, talk with your teacher, the school nurse, social worker or other school staff to discuss the challenge and identify what can help your child stay in school. If you feel your student is experiencing anxiety, then a visit to your healthcare provider may prove helpful to your student.

If your child has a compromised immune system or is at high risk for complications from common illnesses, please talk to your school (school nurse if available) about developing a plan with you and your child's health-care provider to keep your child healthy and safe while attending school.

Please note: This document is intended to supplement your local health department/school district guidance.

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Adapted from:  Attendance Works
Minimizing Student Absences By Reducing Chronic Absences

 Oregon Health Authority

Reasons to keep me home from school and what needs to happen before I can return

What is my symptom?	When should I stay home?	When can I return to school?
Fever	I have had a fever of 100.4°F (38°C) or higher in the last 24 hours.	If I have been fever-free for 24 hours without the use of fever-reducing medication and I am feeling better.
Vomiting or diarrhea	If I have vomited 1 or more times in the last 48 hours. If I have had 3 loose or watery stools in a day or if I may not make it to the toilet in time.	If I did not vomit in the last 48 hours and I am able to drink liquids and eat food. If I have not had diarrhea in the last 48 hours.
New cough or trouble breathing	If I have a new or persistent cough that interferes with my ability to participate in school activities, difficulty breathing or trouble catching my breath.	Once I am feeling better and my symptoms are improving for at least 24 hours. If my symptoms were due to asthma, please make sure that I have permission to use a rescue inhaler at school.
Rash	If the rash is new and undiagnosed by a health-care provider, is increasing in size, is draining and cannot be completely covered, or if I develop a fever.	If my rash has healed or I have been cleared for return by my health-care provider and any draining rashes are completely covered.
Eye redness and drainage	If I have new and unexplained eye redness with drainage, fever, eye pain, eyelid redness or vision changes.	Once my eye symptoms have gone away or I have been cleared for return by my health-care provider.

If you don't know whether to send your child to school or have specific concerns regarding your child's health, contact your child's health-care provider, a local healthcare provider, or the school nurse.

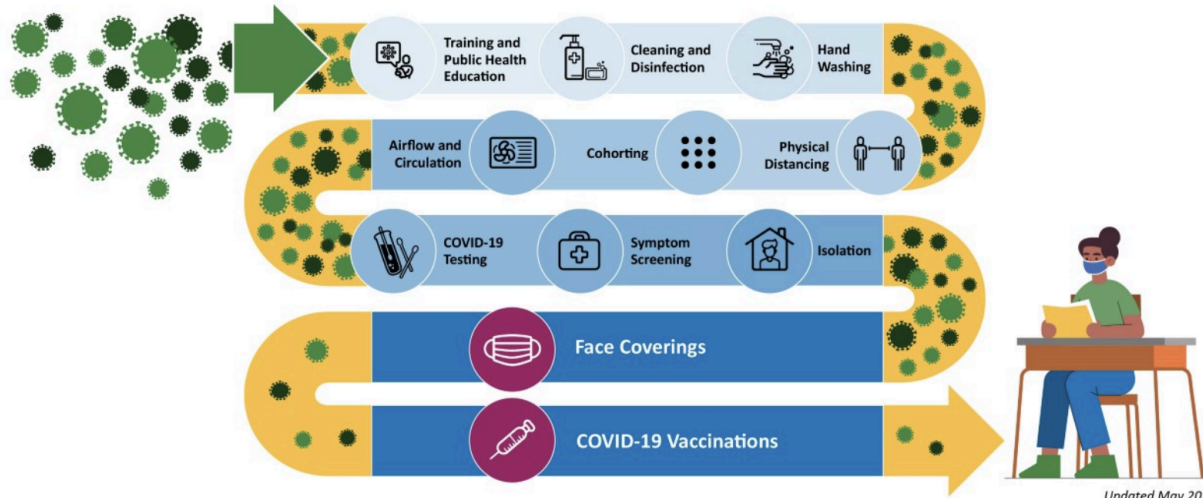


If your student or another member of your household needs access to a rapid COVID-19 self test, please let HOLLA School administration know; we do have a limited number of tests to offer to students and household members. Please see the infographic for reference on preventing the spread of COVID-19.

Getting vaccinated and wearing face coverings are the two most effective tools to help

REDUCE THE SPREAD OF COVID-19

Layered health and safety measures help us provide equitable and inclusive access to full-time, in-person learning and reduce disruptions for students, staff and families.



Updated May 2022



Document accessibility: For individuals with disabilities or individuals who speak a language other than English, OHA can provide information in alternate formats such as translations, large print, or braille. Contact the Health Information Center at 1-971-673-2411, 711 TTY or COVID19.LanguageAccess@dhsosha.state.or.us



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HOLLA School will collaborate with state and local health authorities and Reynolds School district to monitor COVID-19 and other communicable disease outbreaks, and to make decisions regarding school closure.

Head Lice

If HOLLA School staff finds a student has live lice in their hair – through a confidential screening if student exhibits symptoms – the school will notify the student’s family so the lice can be treated at home. Students should continue to attend school.

Safety Drills

HOLLA School instructs and drills students on emergency procedures so that students can respond to emergencies without confusion and panic.

Instruction on fire, earthquake dangers and safety threats, and drills for students shall be conducted for at least 30 minutes each school month, as required by law.

At least one fire drill, which includes routes and methods of exiting the school building, will be conducted each month for students; one within the first 10 days of the school year.

At least two drills on earthquakes and for safety threats for students will be conducted each year. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place, evacuation and other actions to take when there is a threat to safety.

A map/diagram of the fire escape route to be followed is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.

Prohibition, Notification, and Reporting of Suspected Child Abuse and Sexual Misconduct

HOLLA School endeavors to provide a healthy atmosphere for the growth and development of youth and children; therefore, the mistreatment or neglect of youth or children and the resulting severe effects are of primary concern to HOLLA School. Child abuse includes (1) physical abuse, (2) sexual abuse and sexual exploitation, (3) neglect, (4) mental injury and abandonment, and/or (5) threat of harm.

HOLLA School shall take all steps to prevent abuse and, as mandatory reporters under Oregon law, shall follow all reporting requirements. HOLLA School has developed policies, standards, guidelines and training to aid in the detection, prevention, and reporting of child abuse. The following are general guidelines that summarize these practices. Failure to meet the expectations of these guidelines may result in immediate termination.

Abuse Prevention

- All team members must complete a background check prior to hire or rehire.
- All team members who may have contact with children and youth receive training in recognizing and reporting child abuse, including training in recognizing the signs that a child is being groomed for abuse.
- Team member shall not be alone with a single child where unable to be observed by other staff or adults.
- Team members are not to have any outside relationship with a participant (baby-sitting, weekend trips, foster care, etc.) without first requesting and receiving approval from the HOLLA School Administrator.
- Giving personal gifts to scholars or their parents is not allowed.
- School rules and boundaries must be followed, including appropriate touch guidelines.
- Children or youth should not be singled out for favored attention.
- No team member may date any person under the age of 18. No team member may date a Scholar or former Scholar, regardless of the participant's age.
- Verbally, physically, sexually, or emotionally abusing or punishing children or youth is not allowed.
- Children may be informed in a manner that is age appropriate of their right to set their own "touching" limits for personal safety.
- Children may only be released to authorized persons. Reporting Suspected Abuse
- All HOLLA School team members are mandatory reporters of sexual conduct and child abuse.
- Any team member who suspects, observe signs, or becomes aware of possible child abuse shall immediately report that suspicion to DHS or law enforcement. This obligation applies to information learned from any source at any time, regardless of whether a team member is working or outside of work hours.
- Once a report is made to DHS or law enforcement, a team member must then report the suspected abuse to a HOLLA School Administrator. Team members shall not alert anyone suspected of abuse about the concern before making a report to authorities and to a HOLLA School Administrator.
- The HOLLA School Administrator shall assist in treatment of confidential information, follow up, and other next steps. Team members shall also fully cooperate with law enforcement.
- No team member shall be disciplined or subjected to any adverse employment action for having made a good faith report of suspected child abuse. A team member who fails to make such a report will be subject to discipline up to and including dismissal.

Sexual conduct by HOLLA School employees as defined by Oregon law will not be tolerated. All HOLLA School employees and volunteers are subject to this policy.

“Sexual conduct” as defined by Oregon law is any verbal or physical or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered abuse of a child as outlined by Oregon law.

HOLLA School will post the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the principal will follow upon receipt of a report. In the event the designated person is the suspected perpetrator, the principal/school administrator and board chair shall receive the report. When a School Administrator acts on the report, the person who initiated the report must be notified.

HOLLA School will provide annual training to HOLLA School employees, parents and student regarding the prevention and identification of sexual conduct.

Parent/Guardian Involvement

Parents are the first teachers. HOLLA School comes alongside to share that privilege for a season. HOLLA School considers authentic and sustained family and community engagement as vital to a supportive environment for students. Parents will have many opportunities to engage with HOLLA School, ranging from consulting with teachers and administrators, participating in family events and educational opportunities, and volunteering in a variety of ways.

Family Advisory Council

HOLLA School Family Advisory Council: The Family Advisory Council will serve as HOLLA School’s Parent/Teacher/Student entity. The purpose of the Family Advisory Council will be to bridge the gap between families, leadership, and staff and to strengthen the school community. It will be essential to influencing the development and sustenance of the school culture. The Family Advisory Council’s role is to provide stakeholder advice, input and feedback to the school leaders regarding HOLLA School’s academic and operational policies and practices. All parents and other adult family members of HOLLA students will be welcome to join and contribute their lived experiences, knowledge/skills and community connections to support the HOLLA School. The Family Advisory Council will be a safe place for families to share their voice and perspective, to advocate publicly for HOLLA, to support and encourage HOLLA School staff, to work to address the needs of HOLLA families and strengthen family engagement in the school community.

Parents/Guardians Code of Conduct

HOLLA School believes in the abundance, brilliance, and creativity of not only our scholars, but also of their families. In addition, we believe that:

- children must be understood and nurtured in the context of their families
- raising children is complex
- everyone can use support
- families bring their own goals and values to be considered in the school environment
- education succeeds best when families and school work together

HOLLA School families are asked to put a high priority on their children's education and to commit to conducting themselves in a manner that supports maintaining a safe and positive

learning community. Thus, we ask that while on school grounds, each adult be civil to all people. Verbal or physical abuse and/or harassment of any person (parent, guardian, teacher, mentor, other staff or community member) by a student's parent, guardian or other family member will not be tolerated. We ask that family conflicts are addressed off school grounds. Our goal is for us to work together to ensure that you, your children and our staff feel safe at HOLLA School so that we are able to maximize learning, build meaningful relationships and experience joy.

Note: protocols for addressing any perceived or alleged misconduct by staff are included in our complaint policies.

Expectations of Parents/Guardians

HOLLA School expects parents/guardians to:

- Believe that education is critical for your child's success
- Support the teachers as partners in your child's education
- Honor the starting and ending times of the school day
- Participate in family conferences
- Communicate with the school regarding your child's health and attendance
- Contribute to maintaining a positive learning environment
- Help create a peaceful environment by refraining from engaging in family disagreements on school grounds

A student's personal information (name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification; an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or guardian(s). Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s), guardian(s) or other family members. Requests to review materials should be directed to the office during regular school hours.

Custodial Agreements & School Information Sharing

HOLLA School encourages parents to be involved in all aspects of their student's education and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the noncustodial parent at the time of enrollment or any other time a court order is issued.

Unless provided by court order or a parental plan, a student shall not be released to the noncustodial parent nor shall the noncustodial parent be granted visitation or phone access to the student during the school day.

In the case of joint custody, HOLLA School will adhere to all conditions specified and ordered by the court. HOLLA School may request in writing any special requests or clarifications in areas concerning the student and HOLLA School's relationship and responsibilities.

HOLLA School will use reasonable methods to identify and authenticate the identity of all parents.

Student or Parent Complaints

Discrimination Complaints

A student and/or parent with a complaint regarding possible discrimination of a student on any basis should contact a School Administrator.

Education Standards Complaints

Any student at HOLLA School or parent of a student attending HOLLA School may make an appeal or complaint alleging violation of HOLLA School's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved. If the complainant wishes to pursue the matter further, he/she will be provided, upon request, a copy of all applicable HOLLA School complaint procedures. After exhausting local procedures or if the district has not resolved the complaint with 90 days of the initial filing of a written complaint with HOLLA School (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.

Instructional Materials Complaints

Complaints by students or parents about instructional materials should be directed to the administrator. The complainant may appeal the administrator's decision to the Board, whose decision will be final.

Public Complaints

A student or parent who has a complaint concerning a classroom/teacher issue should first bring the matter to the appropriate teacher. If the outcome is not satisfactory, a conference with an Administrator can be requested with five working days. If the outcome of this conference is not satisfactory, the student or parent may file a written, signed complaint with an administrator, within 10 working days, who will investigate the complaint and render a decision. If the complainant is dissatisfied with the decision of the administrator, he/she may appeal to the Board in care of the administrator with 10 working days following receipt of the administrator's decision. The administrator will provide the complainant with necessary Board appeal procedures. The complainant may appeal the decision to the Board within ten working days of receiving the administrator's decision. The Board may hold a hearing to review the findings and conclusion of the administrator, to hear the complainant and hear and evaluate such other evidence as it deems appropriate. The complainant shall be informed of the Board's decision within 60 calendar days from the hearing of the appeal by the Board. The Board's decision is final.

Complaints against an Administrator are referred to the Board chair on behalf of the Board. Complaints against the Board as a whole or an individual Board member should be made to the Board Chair on behalf of the Board.

Staff Sexual Conduct with Students

Sexual conduct by HOLLA School employees as defined by Oregon law will not be tolerated. All HOLLA School employees and volunteers are subject to this policy.

"Sexual conduct" as defined by Oregon law is any verbal or physical or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student's educational performance; and creates an

intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered abuse of a child as outlined by Oregon law and HOLLA School Board Policy.

HOLLA School will post the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the principal will follow upon receipt of a report. In the event the designated person is the suspected perpetrator, the principal/school administrator and board chair shall receive the report. When the principal/school administrator acts on the report, the person who initiated the report must be notified.

HOLLA School will provide annual training to HOLLA School employees, parents and student regarding the prevention and identification of sexual conduct.

Students with Disabilities Complaints

A complaint or concern regarding the identification, evaluation or placement of a student with disabilities or the accessibility of the HOLLA School's services, activities or programs to a student, should be directed to a HOLLA school administrator.

Students with Sexual Harassment Complaints

Sexual harassment of or by staff, students, Board members, school volunteers, parents, school visitors, service contractors or others engaged in HOLLA School business is strictly prohibited in HOLLA School. HOLLA School includes HOLLA School facilities, HOLLA School premises and non-HOLLA School property if the student or employee is at any HOLLA School-sponsored, HOLLA School-approved or HOLLA School-related activity or function, such as field trips or athletic events where students are under the control of HOLLA School or where the employee is engaged in HOLLA School business. Sexual harassment of students means unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when:

1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;
2. 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;
3. 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 an employee's ability to perform his/her job; 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 subject 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 or staff.

The administrators and the compliance officer have responsibility for investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having not been involved in the complaint presented.

Step 1: Any sexual harassment information (complaints, rumors, etc.) shall be presented to the 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.

Step 2: A HOLLA School official receiving the information or complaint shall promptly initiate an

investigation. The HOLLA School official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within ten school 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 HOLLA School official(s) conducting the investigation shall notify the complainant when the investigation is concluded. The parties will have an opportunity to submit evidence and a list of witnesses. A copy of the notification letter, the date and details of notification to the complainant, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the administrator.

Step 3: If a complainant is not satisfied with the decision at Step 2, he/she may submit a written appeal to the Board. Such appeal must be filed within ten working days after receipt of the Step 2 decision. The Board shall, within 60 calendar days; conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within ten 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, and 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 a HOLLA School administrator.

Changes to the above procedure may be made if an administrator is named in the complaint or reported incident. Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporting of sexual harassment. Students or parents with complaints not covered by this handbook should contact an administrator

Volunteers

HOLLA School is built BY the community FOR the community. Volunteerism is a vital part of our family-school-community partnership. Family and community members extend and enhance classroom learning. We believe that every family has a way to contribute to our community. We welcome all HOLLA School families to volunteer in whatever way(s) they are comfortable.

The safety and well-being of the students, staff and volunteers of the school is paramount. Background checks are required for every volunteer who will work directly with children. Criminal Background Check forms will be available in our front office. Please note that there is a \$5.00 (cash) fee in order to process the form through the Oregon Department of Education (ODE) "Law Enforcement Data System Check;" if that fee is a challenge, please let an Administrator know. Volunteers in our building must also sign a Code of Conduct Agreement to protect student privacy, and show proof of COVID-19 vaccination per state requirements.

Please complete and return the form and fee directly to the HOLLA School office. Volunteers may be required to undergo one-time or periodic training in order to be eligible to volunteer in certain capacities, at the discretion of an Administrator. All volunteers will be made aware of procedures, regulations, school policies and assigned tasks by staff and Administrators. In-school ambassadors will be expected to abide by all applicable laws, policies and administrative procedures when performing their assigned responsibilities. All employees working directly with a volunteer are responsible for directing and supervising the activities of the volunteer with broad supervision provided by a HOLLA School Administrator. Volunteers are covered under HOLLA School's liability policy while performing their authorized duties.

Visitors to the School

In order to protect the integrity of educational time and the intentional instruction at HOLLA School, we ask family visitors to schedule their visit with the HOLLA School Administrator. The Administrator will approve or deny requests to visit, depending on the school schedule and their judgment.

To ensure the safety and welfare of students and that visitors are properly checked in, all visitors must report to the front desk upon entering school property. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied a student visit and/or access to the HOLLA School facility. Students will not be permitted to bring visitors to school without prior approval of an administrator.

HOLLA School does not permit family or community visitors to the school who are not on a student's contact list; likewise, HOLLA School is not an appropriate venue for family visits that require supervision.

Animals in the School

While furry friends are enjoyable, it is the policy of HOLLA School to not have any pets or animals brought onto the school grounds for the safety and health of all families, students and staff. No animals, except for service animals protected under the law, are allowed in HOLLA School's facility.

Distribution or Posting Materials

All aspects of charter school-sponsored publications, including web pages, newspapers and/or yearbooks, are completely under the supervision of the teacher and Administrators. Students may be required to submit such publications to the administration for approval. Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated or distributed on charter school or district property by a student or a nonstudent without the approval of the administration.

Materials not under the editorial control of the charter school or district must be submitted to an Administrator for review and approval before being distributed to students. Materials shall be reviewed based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written, inadequately researched, is biased or prejudiced; not factual; or not free of racial, ethnic, religious or sexual bias. Materials include advertising that is in conflict with public school laws, rules and/or HOLLA School policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the charter school or district. If material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved.

Community Postings

HOLLA School partners with many community based organizations and will regularly share information with our families that may be beneficial. HOLLA School has a limited ability to distribute information from sources other than our partners. Allowing the distribution of such materials should be considered a courtesy with the understanding that approved methods of distribution will minimize disruption and reflect a neutral, unbiased and non-promotional approach. The following guidelines will be used when an Administrator receives a request for distributing such materials or information to students or parents/guardians:

1. Requests for distribution of materials or information must be made in writing to an Administrator. Requests must include the purpose of the request and a copy of the materials to be distributed or posted.
2. Upon prior approval of an Administrator, materials related to community activities or opportunities for students may be sent home with students. Such activities may include, but are not limited to, Girl Scouts and Boy Scouts, 4-H, community performances, plays, or sports teams or events for which students may try out or in which students are performing, etc.
3. Any commercial-related activities or events that benefit the charter school may be distributed in one or more of the following ways, upon prior approval and at the discretion of an Administrator: (a) Materials may be posted and made available at the community events table and bulletin Board in the front hall; (b) Related information may be included in the charter school's newsletter; and (c) The information page from the newsletter may be copied and sent home with students. Flyers for such events or activities will not be distributed directly to students. Further, these activities or events may not invite or solicit students to sell items, and no prizes may be made available to students as a result of selling or sales activities. Examples of activities that fall in this category include parent-owned business where the parent commits to donating to the charter school a percentage of sales to charter school families, or a local business that donates supplies to a charter school fundraiser in exchange for the ability to advertise to charter school families.
4. Commercial ventures or sales that do not benefit HOLLA School, either financially or through donations, will not be distributed or advertised in any way by or in the school.
5. #3 above does not apply to fundraising events or activities sponsored by HOLLA School or selected as charter school activities by the Board.
6. All materials or information to be distributed is subject to the approval of an Administrator, must be consistent with the pedagogical interests of the school, and must not be disruptive or interfere with the orderly and efficient operation of the school.

Student Drop Off and Pick Up Procedures

Drop-Off:

If walking or busing to school, adults are expected to walk their student to a staff member but not to enter the building. Staff members will greet students and ensure they know where to go to start their day.

Extra time needed for drop-off: if you anticipate a longer amount of time to drop-off your student, please find parking in the neighborhood and walk your student to the entrance. If your drop-off or pick-up requires a longer amount of time due to a disability, and you have a Disabled Person Parking Permit, please park in a disabled person designated parking spot and transport your student to the entrance.

Pick-Up:

To pick up your student from school, please arrive by 2:15pm when school is dismissed. Students will be released from HOLLA School staff as their adult arrives (either walk-up or in car line). Students are only released to adults listed as parents/legal guardians, emergency

contacts, or “additional person(s) able to receive student” on the HOLLA School forms filled out after enrollment. Any exceptions to this must be made in writing and given to the office. Any adult picking up a student from school must be prepared to show photo identification.

For both drop-off and pick-up, please exit the school grounds in a timely fashion to avoid congestion in the facility. Please make an appointment if you need to have a lengthy or confidential discussion with your student’s teacher or HOLLA School administrators. Drop-off and pick-up are often the busiest time for school staff as they help students transition into and out of school.