



# SPA

**Contra Costa School of  
Performing Arts**

**SPA Family Handbook  
2024-2025**

## **SCHOOL INFORMATION**

Contra Costa School of Performing Arts  
2730 Mitchell Drive  
Walnut Creek, CA 94598  
Phone: 925-235-1130  
Website: [www.cocospa.org](http://www.cocospa.org)



## **MISSION:**

The mission of Contra Costa School of Performing Arts is to provide a distinguished, conservatory experience in performing arts within a college and career preparatory setting. We believe in fostering a culture of excellence with the core values of **rigor, relevance, resilience, and relationships**.

## **VISION:**

- SPA will offer quality instruction focusing on real world connections and an engaging, coherent, and rigorous arts-integrated curriculum in every classroom to facilitate student learning, achievement, and college and career readiness;
- SPA will embrace and practice a personalized approach to teaching and learning, using the most innovative and transformative tools in educational technology to individualize learning for all students;
- SPA will be a beacon of creative excellence, attracting dynamic and motivated student talent, and enriching the cultural and civic life of the region;
- SPA will foster a heightened sense of civic responsibility through a comprehensive character education program focusing on the guiding principles of first-class citizenship;
- SPA will employ a positive, professional, and productive educational team that will embrace a culture of collaboration, innovation, evolution, and students' first decision-making.

## **Nondiscrimination Notice & Statement:**

Contra Costa School of Performing Arts is a free, public school chartered by the Contra Costa County of Education. SPA does not discriminate on the basis of actual or perceived race, sex, color, citizenship, gender, academic history, academic preparation, creed, English proficiency, ethnicity, disability, gender expression, sexual orientation, disability, ancestry, gender identity, gender expression, genetic information, marital status, medical condition, military or veteran status, political affiliation or activity, home language, home living situation, immigration status, learning differences, national origin, parental/guardian marital status, political affiliation, religious or spiritual practice, or association with a person or a group with one or more of these actual or perceived characteristics in its program or activities and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

- Title II Coordinator: Catherine Foster, [catherine.foster@cocospa.org](mailto:catherine.foster@cocospa.org), 925-235-1130, 2730 Mitchell Dr. Walnut Creek, CA 94598;
- Title IX Coordinator: Tiana Freiri, [tiana.freiri@cocospa.org](mailto:tiana.freiri@cocospa.org), 925-235-1130, 2730 Mitchell Dr. Walnut Creek, CA 94598;
- 504 Plans: Lisa Kingsbury, [lisa.kingsbury@cocospa.org](mailto:lisa.kingsbury@cocospa.org), 925-235-1130, 2730 Mitchell Dr. Walnut Creek, CA 94598

# SCHOOL DIRECTORY

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- Title IX Coordinator: Tiana Freiri-Foley, tiana.freiri@cocospa.org, 925-235-1130, 2730 Mitchell Dr. Walnut Creek, CA 94598;
- 504 Plans: Lisa Kingsbury, lisa.kingsbury@cocospa.org, 925-235-1130, 2730 Mitchell Dr. Walnut Creek, CA 94598;

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## **CURRICULUM PROGRAM: Academics**

SPA offers a unique combination of a college preparatory curriculum and an immersive arts education. SPA believes students benefit directly from arts integrated programs due to the intrinsic demands of integrated coursework. When integration is intentional, students must use creativity, problem solving, and collaboration to be effective in their work. Integrated work is rigorous, demanding that a student be able to comprehend multiple ideas and concepts in the creation of a summative outcome. Our curriculum is founded in the following principles:

### **Arts Integration**

- o Arts Integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both. Arts integration provides multiple ways for students to make sense of what they learn (construct understanding) and make their learning visible (demonstrate understanding). It goes beyond the initial step of helping students learn and recall information to challenging students to take the information and facts they have learned and do something with them to build deeper understanding.

### **Project Based Learning**

- o PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management. The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students’ personal concerns, interests, and issues in their lives. Students make some decisions about the project, including how they work and what they create. Students give, receive, and use feedback to improve their process and products. Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

### **6<sup>th</sup> – 12<sup>th</sup> grade Scope and Sequence**

<b>SUBJECT</b>	<b>6<sup>th</sup> grade</b>	<b>7<sup>th</sup> grade</b>	<b>8<sup>th</sup> grade</b>	<b>9<sup>th</sup> grade</b>	<b>10<sup>th</sup> grade</b>	<b>11<sup>th</sup> grade</b>	<b>12<sup>th</sup> grade</b>
<b>Social Science</b>	<b>Social Studies 6</b>	<b>Social Studies 7</b>	<b>Social Studies 8</b>		<b>World History</b>	<b>US History</b>	<b>Gov</b> <b>Economics</b>
<b>English</b>	<b>English 6</b>	<b>English 7</b>	<b>English 8</b>	<b>English 9</b>	<b>English 10</b>	<b>English 11 or AP Language</b>	<b>English 12 or AP Literature</b>
<b>Math</b>	<b>Math 6</b>	<b>Math 7</b>	<b>Math 8</b>	<b>Algebra I</b>	<b>Geometry</b>	<b>Algebra II</b>	
<b>Science</b>	<b>Science 6</b>	<b>Science 7</b>	<b>Science 8</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Enviro Science</b>	
<b>World Language</b>				<b>Spanish I</b>	<b>Spanish II</b>		
<b>Physical Education</b>	<b>PE 6</b>	<b>PE 7</b>	<b>PE 8</b>	<b>PE 9</b>			
<b>Arts</b>	<b>1 Class</b>	<b>1 Class</b>	<b>1 Classes</b>	<b>2 Classes</b>	<b>2 Classes</b>	<b>2 Classes</b>	<b>3 Classes</b>

## **CURRICULUM PROGRAM: Arts**

SPA offers pre-professional style training in 5 Arts Majors: Dance, Instrumental Music, Visual Arts, Theatre and Vocal Music. SPA arts classes are led by highly skilled and passionate Teaching Artists and are deeply rooted in the idea that all students can thrive and succeed with proper training and opportunity. At SPA, we strive to create highly skilled artists who are creative, passionate and contributing members to their craft and the world in which they live.



**Theater** – Students majoring in Theatre will be exposed to the foundations of the Theatre, inclusive of its past and influences and relatedness to our world today. Theater majors will take intensive core classes based on specific topics within their chosen track. Before students graduate with a Theatre major, they will be able to generate and conceptualize artistic ideas and work, develop and refine artistic work for presentation, interpret intent and meaning in artistic work and relate artistic ideas and works with societal, cultural and historical context to deepen understanding.



**Dance** – SPA's Dance Department is a pre-professional training program that believes dance is a vital mode of inquiry, which provides young artists with the tools to think critically and creatively about the world around them. We are rooted in a core curriculum of classical ballet, modern, and contemporary techniques, complemented by courses in improvisation, composition, repertory, dance history, and somatic movement practices. During their time at SPA, dance majors will participate in a robust performance season and have the opportunity to work with renowned guest artists, dance educators, and choreographers. Emphasizing a strong technical foundation, but also imagination, intuition, and experimentation, our goal is to provide students with a rigorous and well-rounded arts education, preparing them for a professional dance career or post-secondary study in dance.

### **Music**

**Vocal** – Student Vocal Music majors will develop skill as both solo performers and as members of the choral ensemble. Before students graduate, they will receive a rigorous and widely used curriculum that includes healthy vocal technique, introduction to vocal pedagogy, music theory, lyric diction, music and opera history, performance experience, and overall musicianship. Vocal Majors will be able to express themselves artistically over a cross-section of repertoire they have learned throughout their conservatory experience and equipped with the necessary skills and training to excel in a college conservatory of music.



**Instrumental** – Students in the Instrumental Music major will be able to work collaboratively and as leaders in musical interpretation, demonstrating an understanding of compositional processes, aesthetic properties of music, and the ways these shape, and are shaped, by artistic and cultural forces. Before students graduate from the Instrumental major, they will be able to demonstrate an ability to sight-read, hear, identify, and work conceptually with the elements of music such as rhythm, melody, harmony, structure, timbre, and texture and express themselves artistically over a cross-section of the repertoire they have learned throughout their conservatory experience.



**Production & Design** – Student Production and Design majors will experience a program of study intended to prepare them for production and design with a visual arts focus. SPAs Production and Design majors will graduate critically engaged and knowledgeable about the tenets of visual arts. They will gain experience in hands-on creation and work on individual and large scale group productions. They will also become familiar with the elements of design, creation, and production.

### **Middle School Arts:**

Our 6th grade students get an introduction to the art areas of theatre, dance, vocal and instrumental through an arts rotation. 7th and 8th grade is when our students narrow down their artistic focus. They take one class in their preferred art area.

### **Arts Transfers**

Check in with administration and/or school counseling if you are interested in requesting an arts transfer. Transfers occur twice a year Dec and May through an application process.



## ACADEMIC PROGRAM

SPA's courses are based on state-approved curriculum and specified materials. Student grades are based on their performance relative to this curriculum.

### **Our grades reflect our values:**

- Cognitive skills (*deep, thinking skills*) are the best measure of student growth and achievement
- Content (*information*) understanding is either learned or not learned and it needs to be mastered
- Growth is the outcome we desire and therefore we should value growth and the student's best work

Grades will be awarded each semester. The grades will fall in the following range:

- 90%-100% is an A
- 80%-89% is a B
- 70%-79% is a C
- Below 70% is an Incomplete/Off Track
  - We do not give "D/Fs" because colleges do not accept them. Students will receive no credit for these grades.
  - All high school courses are worth 5 units per semester, for a total of 10 units for a year long course.

### **Academic Advancement**

Students must pass each class with a C- or above in order to earn course credit. High school students who do not pass a core academic class will be required to attend summer school or to make up the course for credit online. Parents and students are responsible for making such arrangements and for the cost of these online courses outside of courses offered on the Edgenuity platform. School Administration must approve makeup courses.

### **Academic Advising and Support**

The school administration, content teachers, advisors and our school counselor provide academic advising and support. Family involvement is encouraged. SST (Student Success Team) or other family conferences may be scheduled to advise students about their academic progress and eligibility for college admission. Students should consult with their teachers for subject specific academic support.

Academic supports that we currently offer include:

<ul style="list-style-type: none"><li>● Check-in/Check-Out with preferred adult</li><li>● Lunch Time Check-Ins</li><li>● Collaborative Goal Setting</li><li>● Academic Assignment Chunking</li><li>● Calendar Maintenance Support</li><li>● Weekly Progress Monitoring + Feedback Cycles</li><li>● Weekly scheduled tutoring</li></ul>	<ul style="list-style-type: none"><li>● Progress Monitoring + Feedback Cycles</li><li>● Peer Support: Attendance and/or Academic Accountability Peer Partners</li><li>● Weekly Student-Focused Collaborative Planning by Student Support Team</li><li>● Executive Functioning Coaching</li><li>● Weekly scheduled office hour visits</li></ul>
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### **Books and Supplies**

All Chromebooks, chargers, texts, and other supplies furnished by SPA will remain school property. **Parents will be billed for lost and/or damaged Chromebooks, chargers, texts, and other supplies.** Unpaid debts will result in the inability to register for classes the following academic year or inability to participate in graduation activities at the end of 12<sup>th</sup> grade.

### **Cumulative Records and Transcripts**

Families who want copies of cumulative records or transcripts need to put in a request to the Registrar and the school will have up to 5 business days to complete the request. A nominal fee for copy charges may be applied. Please contact the registrar as outlined on the website.

# **GRADING POLICIES**

## **Online Grading System**

SPA utilizes an online grade reporting system (PowerSchool) with our learning management system, Google Classroom. Both students and parents will have access to grades and progress towards a student's goals on PowerSchool. SPA invites families to stay informed and engaged in their child's progress by regularly accessing Powerschool. Parents do not have access to Google Classroom, but students can show their progress on assignments at any time.

## **Grading Scale**

<b>Letter grade</b>	<b>Percentage</b>	<b>GPA points</b>
A+	97-100	4
A	93-96	4
A-	90-92	4
B+	87-89	3
B	83-86	3
B-	80-82	3
C+	77-79	2
C	73-76	2
C-	70-72	2
Incomplete/F	69-	0

In AP classes, grades are weighted; an A will translate into a 5.0, a B will be a 4.0, and so.

Please note that with the goal of having all students meet A-G requirements, SPA does not give credit for grades below 70% - if a student earns a D letter grade at SPA, its credit equivalent is that of an F.

## **Progress Reports/Report Cards**

Progress reports will be provided at the end of the first and third grading periods. Progress reports may be handed to students at school or mailed home. Report cards will be mailed at the end of each semester, January and June. Grades and attendance can be viewed daily on Powerschool for all courses.

## **Academic Honesty**

At SPA, we value academic integrity. All students are expected to complete their academic assignments and examinations with honor. Unless a teacher gives explicit instructions to the contrary, all assignments, whether completed in class or out of class, must be entirely the student's own work. Copying, sharing any assignment, or using AI tools to submit unoriginal work constitutes cheating and may result in failure on that assignment for the student(s) involved. Plagiarism, including the use of AI-generated content without proper attribution, will also result in a failing grade on the assignment. A student plagiarizes when they submit work as their own that is taken from other sources, such as online articles or AI-generated content like ChatGPT, without naming the source. Students who plagiarize assignments will be referred to SPA's restorative practices disciplinary system. Continued incidents may result in course failure. SPA has a system for detecting the use of AI in writing assignments. Students found to have used AI inappropriately will be required to redo the assignment and may face additional consequences.



# SPA Graduate Profile

Rigor	Relevance
<ul style="list-style-type: none"> <li>● <b>Thinks critically and creatively to solve problems</b></li> <li>● <b>Listens actively and responds respectfully to constructive criticism, feedback and the perspectives of others</b></li> <li>● <b>Analyzes, evaluates, and integrates information and concepts across disciplines</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Develops personal, academic, and technical skill sets to adapt to change</b></li> <li>● <b>Demonstrates a willingness to embrace failures and to persist in the face of adversity</b></li> </ul>
Resilience	Relationships
<ul style="list-style-type: none"> <li>● <b>Applies 21st century skills (learning, literacy, and life) throughout various disciplines to participate and prepare for a globalized world</b></li> <li>● <b>Uses resources to advocate for self and others in order to make choices based on integrity and self-reflection across disciplines</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Embraces diversity to create cross-cultural understanding</b></li> <li>● <b>Engages effectively within diverse teams as contributors and leaders</b></li> </ul>

## The Artist-Scholar Credo

As an artist-scholar at SPA:
<ul style="list-style-type: none"> <li>● <b>I humble myself by entering each space with the mind of the beginner.</b> <ul style="list-style-type: none"> <li>● <b>I believe that talent is not a substitute for training.</b></li> </ul> </li> <li>● <b>I understand that disappointment and discomfort can lead towards mastery and self-discovery.</b></li> <li>● <b>I commit myself to the creation of meaningful, shared experiences.</b> <ul style="list-style-type: none"> <li>● <b>I am always auditioning.</b></li> </ul> </li> </ul>

## COLLEGE ENTRANCE REQUIREMENTS

Subjects (a-g)	CSU Entrance Requirements	UC Entrance Requirements	SPA Requirements
<b>Social Science (a)</b>	2 years	2 years	3 years
<b>English (b)</b>	4 years	4 years	4 years
<b>Mathematics (c)</b>	3 years/4 recommended	3 years/4 recommended	3 years
<b>Science (d)</b>	2 years	2 years/3 recommended	3 years
<b>Foreign Language (e)</b>	2 years	2 years/3 recommended:	2 years
<b>Performing Arts (f)</b>	1 year	1 year	4 years
<b>Electives (g)</b>	1 year or extra from the a-f list	1 year or extra from the a-f list	4 years (see below)

## COMMENCEMENT REQUIREMENTS

	Middle School Promotion Requirements	Units	High School Graduation Requirements	Units
<b>Social Science</b>	Three years including Social Science 6, Social Science 7, Social Science 8	30	Four years including World History, US History, US Government, and Economics	30
<b>English</b>	Three years including English 6, English 7, English 8	30	Four years including English 9, English 10, English 11 (or AP Lang), English 12 (or AP Lit)	40
<b>Math</b>	Three years including Math 6, Math 7, Math 8	30	Three years including Algebra I, Geometry, Algebra II	30
<b>Science</b>	Three years including Science 6, Science 7, Science 8	30	Three years including Biology, Chemistry, Environmental Science (or AP Environmental Science)	30
<b>World Languages</b>			Two years of Spanish including Spanish I and II	20
<b>Physical Education</b>	Three years including Mind and Body (6th & 7th) and Health and Wellness (8th)	30	Health and Wellness	10
<b>Performing Arts</b>	Three years of course work in chosen major	40	Introductory - 10 units Concentrators - 30 units Capstone - 20 units	60
<b>Electives</b>			Other arts	10
	<b>Total</b>	<b>190</b>	<b>Total</b>	<b>230</b>

*\*Participation in Promotion events is dependent upon acceptable student attendance and behavior.*

*\*Participation in Graduation events is dependent upon acceptable student attendance, behavior and meeting all unit requirements.*

## **CAREER TECHNICAL EDUCATION: CTE ANNUAL NOTIFICATION**

At the beginning of the school year, the Contra Costa School of Performing Arts (SPA) informs students, parents, employees and the general public all Career Technical Education (CTE) opportunities are offered to all students.

Pursuant to Board Policy 14.82022, you are hereby notified that: The Contra Costa School of Performing Arts is committed to ensuring equal, fair, and meaningful access to various educational programs, including career technical education (CTE). SPA is committed to providing equal opportunity to all individuals in school programs and activities, and provides equal access to the Boy Scouts and other designated youth groups. SPA programs, activities and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on actual or perceived race, age, sex, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, immigration status, marital, family or parental status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or association with a person or group with one or more of these actual or perceived characteristics or any other basis prohibited by California state and federal non-discrimination laws respectively.

SPA desires to provide a comprehensive career technical education (CTE) program in the secondary grades, which integrates core academic instruction with technical and occupational instruction in order to increase student achievement, graduation rates, and readiness for postsecondary education and employment. The school's CTE program is designed to help students develop the academic, career, and technical skills needed to succeed in a knowledge- and skills-based economy. The program includes a rigorous academic component and provides students with practical experience and understanding of all aspects of an industry.

All career technical education (CTE) courses are offered without regard to actual or perceived characteristics protected from discrimination by law. SPA ensures that the lack of English language skills will not be a barrier to admission and participation in the CTE program.

The Contra Costa School of Performing Arts currently offers career technical education (CTE) programs as follows:

<b>SPA Major</b>	<b>INDUSTRY SECTOR</b>	<b>CTE PATHWAY</b>	<b>CTE SUB-PATHWAY</b>	<b>DESCRIPTION</b>
Dance	Arts, Media and Entertainment	Performing Arts: This pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.	Dance/Choreography	Students refine multi-genre technical, performance, and choreographic skills for live and recorded performance to prepare for careers in professional dance.
Instrumental Music	Arts, Media and Entertainment	Performing Arts: This pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.	Professional Music	Students build on technical knowledge to prepare for artistic career paths in the music industry. They refine skills in instrumental, vocal, and/or digital music composition, arrangement, performance and production.
Production & Design	Arts, Media and Entertainment	Production and Managerial Arts: This pathway focuses on both the technical skills and the organizational and managerial knowledge necessary to bring arts, media, and entertainment to the public.	Stage Technology	Students execute the design and technical aspects of dance, theatre, and music productions to prepare for careers in technical theatre and theater management. They are trained in costuming; lighting and projection design, installation, and operation; set design, construction and installation; sound design and production; front and back of house management; stage management; and marketing for live and recorded performance.
Theatre	Arts, Media and Entertainment	Performing Arts: This pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.	Professional Theater	Students prepare for artistic careers on the stage or screen. They learn to create, perform, and direct for live audiences and the camera. Students will learn and refine writing, acting and directing techniques, and understand the business side of the professional theater, film, and television industries.
Vocal Music	Arts, Media and Entertainment	Performing Arts: This pathway focuses on the direct creation of art and entertainment by the individual artist instead of through a secondary physical medium. Performing artists are themselves the medium of creative expression.	Professional Music	Students will learn musical styles-popular, Broadway, classical, gospel, singing in various languages, historical genres, dance, stage performance, body movement & physical awareness, and technical vocal skills.


## **ATTENDANCE**

Regular attendance at school is necessary for academic achievement. All absences negatively impact the educational progress of students. Classroom instruction, discussion, interaction, and activities are critical components of learning and are difficult to adequately replace or duplicate when a student is absent from school. Therefore, discretionary absences and appointments should not be scheduled during school hours.

It is also important to mention that, like all public schools, SPA's State funding is based on Average Daily Attendance ("ADA"). The school ADA rate is negatively impacted every time a student is absent from an entire day of school, regardless of whether the absence was excused or unexcused (in other words, we lose money to support the school when a student does not show up for at least part of the day). We greatly appreciate families bearing this in mind when making plans.

### **Excusing Absences**

Families are expected to provide communication (**preferably via EMAIL**) from a parent/guardian indicating the reason for the absence on the day of the absence(s).

- **PLEASE EMAIL:** [attendance@cocospa.org](mailto:attendance@cocospa.org) 
- You may also call, 925-235-1130 extension #1

### **Families need to present the following information in their communication:**

1. State if clearing an absence or tardy.
2. Give the student's name (please spell the last name).
3. Give student's grade.
4. State name and relationship to students.
5. State the date(s) or time(s) of absence.
6. Give a specific reason for the absence.
7. Name the person picking up the student if it's a request for early release.

### **All absences need to be reported to the office on the day of the absence or will be considered Unexcused.**

- **If a student is absent multiple days, families need to report to the school daily.**
- **If a student is absent for more than 3 days, a doctor's note is required to excuse the absence.**

The only absences that will be considered as **excusable** are: illness, medical, bereavement, Dr.'s appointments, court appearances, and religious observances. The following are **not excusable** absences: vacations and family business.

It is the responsibility of the family to contact teachers directly or utilize Google Classroom, PowerSchool and/or the school website to obtain missed work. All absences will be recorded, and can be checked, in PowerSchool.

If you receive a communication stating your student was **absent** in one or more classes on a particular day and you believe there is an **error**, please contact your student's teacher via the **teacher's school email**. If there is a correction to be made, the teacher will authorize it.

Repeated absences may result in referral to the Student Attendance Review Board (SARB), which will meet monthly at the Contra Costa County Office of Education. The Contra County District Attorney's Office is present to address attendance issues. Consequences may include, but are not limited to, loss of school privileges, attendance contracts, schedule adjustments, eligibility adjustments, and exploration of alternative educational opportunities and filings with the court (SARB). In addition to SARB, site based attendance meetings will occur with school staff or administration prior to a SARB referral.

Penalties against parents apply when any parent, guardian, or other person having control or charge of any student fails to compel the student to attend school. The penalties against parents in *EC* Section 48293(a) become progressively severe with a second and third conviction.

Any student who attains 10 or more excused absences in a school year is considered **chronically absent** by the state of California. For students at SPA who attain 10 excused absences, the family will be required to meet with the School Attendance Review Team to address and will be required to submit medical verification from a doctor or licensed therapist. If additional absences continue for ongoing health concerns, the family will be required to submit

documentation for each absence or the absence will be marked unexcused and the Truancy process will be implemented including SARB referral.

### **Tardiness**

Any student who arrives at school or class after the start of the day and/or class, will be marked either “Excused Tardy” or “Unexcused Tardy.” Tardiness will be recorded in PowerSchool. It is important that students arrive at class on time so they do not miss valuable instruction. Should tardiness become a problem, the student will be referred to the Climate and Culture supervisor to resolve the issue, and this may result in consequence. All tardies need to be excused within 72 hours or will be considered unexcused.

### **Extended Absences**

Extended absences during the school year are highly discouraged. If these are unavoidable, parents must contact the Registrar for an Independent Study Contract 5 days prior to the absence. The school reserves the right to require enrollment in summer school and/or online courses to complete missed coursework if the absence is longer than 15 days. If a student is unable to complete necessary makeup work, they may not be promoted to the next course level. These absences will be marked unexcused except for bereavement and medical emergencies. Family trips, vacations, etc. will be considered unexcused and can lead to your student being identified as truant.

### **Truancy**

Students are defined as habitual truants when they achieve three days of unexcused absences. Students who are truant will be required with their guardians to attend a meeting with the School Attendance Review Team and will be placed on an attendance contract. Students who continue to be truant may be referred to the County School Attendance Review Board (SARB).

### **Leaving School Early/Removing Students from Class**

Families are strongly discouraged from taking students out of school early. Families who need their student to leave school early should contact the office via email ([attendance@cocospa.org](mailto:attendance@cocospa.org)) or phone. The pre-approved designee will then be allowed to pick the student up from SPA. Please contact the school at least **24 hours prior**.

### **Missed School Work**

Students and parents can follow a student’s progress on the Google Classroom and Powerschool even while absent. In the event of an unplanned absence, upon a student’s return, they should meet with their Advisory Teacher to create goals around missed work and to remain on pace with the course.

### **Independent Study Contract Guidelines**

It is imperative that students attend school daily. Lost instructional time is difficult to replace and directly impacts the school’s ADA/funding. However, if students need an extended absence (3-15 days) during the school year, an Independent Study Contract must be requested 5 days prior to date of departure through the [Lisa Kingsbury](#). All requests must be sent through email ([lisa.kingsbury@cocospa.org](mailto:lisa.kingsbury@cocospa.org)) and will be reviewed for approval. The contract prevents a student from falling behind and gives them attendance credit. If work is not received by the scheduled deadline, the contract will be considered incomplete and voided and the student will receive unexcused absences for the time missed. Parents/guardians must notify the us prior to the absence.

Advance notice for an independent study agreement is required. Contracts must be signed prior to the first day of independent study to be eligible for the agreement. Failure to complete the independent study contract and submit required documentation upon return will likely result in both lost credit for the school work and the days will be marked as unexcused absences and can lead to a student being identified as truant. LONG TERM (16 or more days) independent study requests should be requested through Lisa Kingsbury ([lisa.kingsbury@cocospa.org](mailto:lisa.kingsbury@cocospa.org)) as well.

## **EXTRACURRICULAR ELIGIBILITY**

SPA's eligibility policy for extracurricular activities (such as productions, clubs and organizations) will be based on academic performance, attendance and citizenship. Directors and Advisors (in consultation with Administration) reserve the right to evaluate eligibility on a case-by-case basis.

Eligibility for participation in end of school year events, such as the 8th Grade Field Trip, Promotion, and/or Graduation will be based on attendance, citizenship, and/or academic performance.

SPA is not responsible for events and social activities arranged by parents and/or third party companies that occur outside of school hours.

### **Work Permits**

Student work permits for Non-Entertainment Industry are **NOT** available at CoCoSPA. Please contact the Mount Diablo School District Representative;

Sol Henik, Work Experience/Prospect HHS/Horizonx CIS.

(925) 360-3352

Email: [heniks@mdusd.org](mailto:heniks@mdusd.org).

In order to obtain a work permit student's need one of the following pieces of identification:

- a. Birth Certificate/Baptism Certificate
- b. Current Passport
- c. CA Driver's License
- d. Valid CA ID Card

Entertainment Industry permits **CAN** be signed off by the school if the student is in good standing at SPA. Good standing is defined as:

- e. Not identified as a truant or chronically absent
- f. Making satisfactory progress in classes- no incompletes
- g. Has not been suspended from school



# The 4 Rs - Rigor, Relevance, Resilience, Relationships

## What is Academic Rigor?

- Academic rigor is the degree to which students are being **intellectually challenged**.
- Rigorous instruction should **motivate** each student to develop high expectations for academic progress.
- Academic rigor is facilitated by well-planned instruction but driven by student interest, **learning styles**, and vigorous effort.
- Rigor results in the development of **critical** and **creative thinking** and **problem-solving** skills.
- Rigorous instruction generates **achievement, inquiry**, and innovation.
- Rigorous teaching and learning cultivates the capacity of children to set **learning goals, self-monitor** their learning, and **persist** through challenging academic tasks.
- Rigorous instruction means engaging students in developmentally appropriate content that allows them to connect prior knowledge with new **learning**, and leads them to **asking more questions**, and **discovering** more information.

*"Within classrooms, there should be ample evidence of students wrestling with new content as they build the stamina required to reach higher levels of thinking. Without the opportunity to struggle with a problem or decision, for instance, students may attain surface-level knowledge of a concept, but be unable to utilize that knowledge in meaningful ways."*

- Robert J. Marzano

## What is Relevance?

- **Individual choices:** A student with a personal interest in hiking and the outdoors might select Theodore Roosevelt to study because he was a naturalist and conservationist who led scientific expeditions and helped establish the first national parks.
- **Product choices:** A student interested in music and technology might produce an audio podcast in the style of an old radio-news program or presidential address.
- **Varied content:** Students might be allowed to choose an area of personal interest—e.g., politics, environmentalism, science, technology—and monitor news reports in those areas as relevant events unfold.
- **Cultural connections:** During lessons on imperialism and colonialism, students from different cultural backgrounds might choose to write essays that explore the effects of imperialism and colonialism from the standpoint of their racial, ancestral, or cultural heritage.
- **Skill acquisition:** While students are learning history, science, or mathematics, for example, they are also acquiring technology skills that will be useful in adult life.
- **Practical context:** Students might be asked to follow a favorite sports team and conduct mathematical analyses using team statistics.
- **Current events:** In a unit on presidential elections in a social-studies course, students might be asked to monitor campaign advertising on radio, television, and the internet, and then research the accuracy of the statements being made.
- **Community connections:** Teachers might ask students to study local politics, interview elected officials, and put together a citizen-action proposal that will be presented to the city or town council.
- **Career aspirations:** While learning about business and economics, students also learn whether the career path is a good fit for them, and they acquire practical skills that will help them when they enter the workforce.

*"Relevance makes rigor possible."*

- Dr. Bill Dagget

*"Your purpose is to make your audience see what you saw, hear what you hear, feel what you felt. Relevant detail, couched in concrete, colorful language, is the best way to recreate the incident as it happened and to picture it for the audience."*

- Dale Carnegie

## 10 Ways to Build Resilience

1. **Make connections.** Good relationships with close family members, friends or others are important.
2. **Avoid seeing crises as insurmountable problems.** You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events.
3. **Accept that change is a part of living.** Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.
4. **Move toward your goals.** Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals.
5. **Take decisive actions.** Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.
6. **Look for opportunities for self-discovery.** People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss.
7. **Nurture a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.
8. **Keep things in perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective.
9. **Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life.
10. **Take care of yourself.** Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

*"If you think you can do a thing or think you can't do a thing, you're right."*

- Henry Ford

*"The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand."*

- Vince Lombardi

## How to Build Better Relationships

- **Be the CEO of your education.** Send the message that you are worthy of respect.
- **Embrace individuality.** If we are honest with ourselves, we must admit that embracing others for who they are is likely one of the toughest challenges. Taking an interest in the lives of others, their quirks and their desire to dance to their own beat, is often the most powerful strategy to open a door and reach another person.
- **Create a community within the classroom.** Get to know your fellow classmates. The sooner everyone realizes that there are more similarities than differences among us, the more comfortable we will be with each other.
- **Let people get to know a part of you.** Don't be afraid to let your hair down and have a little F-U-N.
- **Learn names of new acquaintances within 48 hours.** Many people feel invisible as they walk down hallways and can literally go the entire day without talking to anyone. Acknowledging an individual creates a connection.
- **Examine and improve nonverbal communication.** Do your body language, voice inflection, volume, and facial expressions convey a sense of high energy, excitement, and relevance? Be brave—take the plunge!
- **Treat everyone with dignity and respect at all times.** Maintain a personal routine of exercise and healthy nutrition to decrease stress, increase energy, and help maintain a positive attitude toward everyone.

*"Friendship is born at that moment when one person says to another, 'What! You too? I thought I was the only one.'"*

- C.S. Lewis

*"For beautiful eyes, look for the good in others; for beautiful lips, speak only words of kindness; and for poise, walk with the knowledge that you are never alone."*

- Audrey Hepburn

## **RESTORATIVE PRACTICES**

Restorative Practices (RP) is a movement that is embedded within PBIS at SPA and grounded in principles designed to create powerful relationships, which are central to building and sustaining thriving communities. RP represents a paradigm shift that, when wrongdoings occur, focuses on the harm done rather than the rule broken, and seeks the restoration of relationships. RP is a reflective practice that encourages personal responsibility, giving voice both to the person harmed as well as the person who caused the harm. RP aids in the embracing of cultural differences by offering an equitable process whereby all members of a community feel valued and heard, and in turn, are more likely to bring their “best self” to the community.

When our incoming cohort of 6<sup>th</sup> graders graduate from our school, they look back on their seven-year experience and we want them to say that they were exposed to life’s realities in the Arts – that they participated in internships, engaged with real artists and professionals. We want to hear them reflect with pride on the struggles and challenges they overcame on their way to their academic and artistic achievements. We want our graduating seniors to speak with confidence about what is coming next. We want to hear them say that they feel ready, that they have the skills they need to be active, creative, informed and contributing members of the community.

We want our students to describe our school community as a place where they always know what is expected of them, that the guidelines are clear and teachers are consistent in communicating and upholding them. We want our students to say that they are held to high standards and to recognize that their teachers push them and demand their best because they respect them and want the best for them.

We know that we need to be in productive, caring partnership with the families of the young people in our school community. When our incoming 6<sup>th</sup> graders are getting ready to graduate, we want their families to reflect positively on their experiences in our school. We want them to:

- describe how connected they felt, that they had meaningful relationships with teachers, staff and school leaders who were accessible and committed to clear and consistent communication.
- recognize the unique social and cultural diversity from which their students benefited at our school, and to value the personalized learning approach that calls for meaningful demonstration of content and skill mastery – not just high scores on a test.
- celebrate our school’s emphasis on maintaining and restoring healthy relationships and creating a strong community.
- say that they always felt heard and respected, even when a disagreement was not resolved to their liking.
- recognize and celebrate that their students felt safe, happy and engaged when they were in our care.

Of primary significance is the maintenance of positive relations between students, teachers, and all school community groups always.

It is important that:

- Awareness is developed in students about the effects of their behavior on others using affective and restorative questions.
- Communication between students and teachers is conducted in a respectful manner.
- Students are actively involved in deciding how to repair potential harms caused. Students are held accountable and are required to take responsibility for their actions.
- A student’s dignity is recognized and maintained when behaviors are addressed.
- Situations involving conflict are viewed as opportunities to learn and grow through collaborative problem solving.

## STUDENT BEHAVIOR AND DISCIPLINE

The goal of PBIS and RP at SPA is to support students in a positive and meaningful way while reducing negative behavior. Our program is to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. Law enforcement agencies may be notified at the discretion of the administration. The school follows California Education Code 48900 through 48915.

A student may be suspended on the first offense if it is determined that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process. If the nature of the offense makes an alternative education placement or expulsion recommendation appropriate, the student will be suspended five days for the infraction. SPA is committed to implementing restorative reentry practices upon the student's return from suspension to repair relations and reintegrate the student into the school community.

## TECHNOLOGY USE @ SPA

### **Cell Phone & Smartwatch Policy**

Contra Costa School of Performing Arts recognizes the importance of communication and collaboration, and provides devices for students to be productive in the classroom. To keep the focus on academics and to reduce unnecessary distractions, CoCoSPA enforces the following:

- Smartwatches, cell phones, headphones\* and all other mobile devices shall be **TURNED OFF** when entering the school campus
- Smartwatches, cell phones, headphones\* and all other mobile devices shall be kept in a student's backpack or cell phone locker – **not in clothing pockets.**
- Smartwatches, cell phones, headphones\* and all other mobile devices are **not allowed** to be used in classrooms, common areas, or restrooms.
- Texting and videotaping are **not permitted anytime** during the school day.
- Smartwatches, cell phones, headphones\* and all mobile devices are **not allowed during transition times or between classes.**
- Smartwatches, cell phones, headphones\* and all other mobile devices **can be turned back on at the end of school** (2:30 pm for MS and 3:30 pm for HS) and used to communicate directly with family/friends assisting in transportation.
- If a student needs to make an emergency call during the day, they are to come up to the office, and office staff will assist them.
- If a family member needs to get a non-urgent message to a student, they should use their school email address. For urgent matters, family members should call the school directly and office staff will assist them.

\*Headphones that are connected to Chromebooks with permission from the teacher are exempt from this policy.

Technology provides students with unique and powerful ways to enhance their learning. Contra Costa School of Performing Arts (SPA) supports the use of technology for the purpose of enhancing and supporting learning and is pleased to offer users access to computer networks so that they can access school-supplied technology to enhance learning.

It is one of the technology goals of SPA to ensure that each user's interactions with technology contribute positively to the learning environment both at school and in the community. Negative use of technology through SPA-owned devices inside or outside of our schools that degrades or defames other Users or members of our community is unacceptable. SPA also recognizes that users have widespread access to both technology and the Internet; therefore, use of personal devices and connectivity is included in the Responsible Use Policy (RUP). All devices are monitored using GoGuardian, a system that tracks what students use their devices for and will notify parents if inappropriate sites are accessed.

Access to SPA's network is a privilege, not a right. The use of technology whether owned by SPA or devices supplied by the users entails personal responsibility. It is expected that users will comply with SPA rules, act in a responsible manner, and will honor the terms and conditions set by the classroom teacher and SPA. Failure to comply with such terms and conditions may result in temporary or permanent loss of access as well as other disciplinary or legal action as necessary. Students will be held accountable for their actions and are encouraged to report any accidental use immediately to their teacher or school administration.

Students can bring electronic devices (such as phones and tablets) onto campus; **the Contra Costa School of Performing Arts is not responsible for the safety of these items.** These items should not be used during class time unless authorized by the designated faculty or staff member. Parents should not call or text their students during class time. In case of an emergency, where you need to contact your student, please call the school.

**Students in grades 6-9 must use their SPA issued Chromebook for all school work.**

**Students in grades 10 -12 may bring personal laptops to school, however, if students are found to be using personal devices for non school related work, they will no longer be allowed to bring a personal device and will be issued a SPA Chromebook. All 10-12 grade students opting to bring a personal device must sign a [SPA Student Personal Technology Contract](#).**

With the increased usage of free educational applications on the Internet, digital storage areas, containing less sensitive User information, may or may not be located on property of the school or county. In some cases, data will not be stored on local servers. Therefore, Users should not expect that files and communication are private. SPA reserves the right to monitor Users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of SPA property, network and/or Internet access or files, including email.

SPA has a private and secure system for sensitive school records, which will be managed by SPA Information Technology Staff. Please see the SPA Website for the complete Responsible Use Policy.

## **ADMISSIONS**

In addition to any other requirement imposed under law, SPA shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of ethnicity, national origin, gender, gender expression, gender identity, disability, or any of the characteristics listed in Education Code Section 220. Admission to SPA is open to any resident of California that is of legal age to attend public school. SPA admits all pupils who wish to attend as outlined in Education Code Section 47605(d)(2). SPA has no requirements for admission.

The SPA Board of Directors shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in the SPA Charter, which are designed to recruit a broad, diverse representation of students, are conducted in accordance with the SPA Charter. There is no fee to apply to or attend SPA.

**Contra Costa School of performing arts is a school of choice and all students will be required to take performing arts classes.**

Please see below for an overview of the admissions process or visit our website for the full Enrollment and Public Random Drawing Policy.

### **Step 1: Intent to Enroll**

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If this happens, SPA will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of enrolled students
2. Residents of the district
3. Children and dependents of charter school employees
4. All other applicants

### **Step 2: Public Random Drawing**

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the SPA's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The SPA will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. The SPA will conduct the lottery in the spring for enrollment in fall of that year.

### **Step 3: Wait List**

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

### **Step 4: Letter of Commitment**

All students granted admission will receive a Letter of Commitment. Families will have a defined period of time to consider admission and return the Letter of Commitment to SPA.

### **Step 5: Registration**

Upon receiving a student's executed Letter of Commitment, students and parents will be guided through the registration process which will complete their enrollment.



## CAMPUS SUPERVISION

The Contra Costa School of Performing Arts (SPA) has a duty of care to look after the safety and well-being of students attending the School. Supervision is one of the key elements in exercising this duty of care to maintain safety during the course of the school day and school related activities. Staff is required to exercise their supervisory duties in such a way that students are, as far as can be reasonably expected, safe, and protected from harm.

Staff is held to a high standard of care in relation to students. The duty requires staff to take all reasonable steps to reduce risk, including:

- Provision of suitable and safe premises
- Provision of an adequate system of supervision
- Implementation of strategies to prevent bullying
- Ensuring that medical assistance is provided to a sick or injured student

Supervision will be provided as follows:

- 30 minutes before the start of the school day (8:00am).
- Throughout the school day, including class, passing, and lunch periods
- 30 minutes after the end of the school day (4:00pm).
- During any formal extracurricular programming outside of school hours as scheduled (e.g. performance rehearsal, student government, school dances, field trips, etc.).
- **For safety reasons, students are not allowed to remain on campus or in the school building unsupervised. If students are not picked up in a timely manner after dismissal and parents, guardians or emergency contacts are not accessible, the school may contact local authorities for support. The campus hours are 8:00am to 4:00pm.**

The School will support that:

- Parents/guardians are regularly informed about supervision.
- Sufficient staff are available for supervision.
- Staff are aware of their responsibility and properly trained to conduct said supervision.

### **Closed Campus**

SPA operates as a “closed campus” facility. Upon arrival at school, students may not leave until the school day concludes, unless signed out by an authorized parent or guardian.

11th and 12th grade students will be allowed to leave campus at lunch if they have an [Off Campus permission slip](#) on file. If students are tardy coming back from lunch, this privilege will be suspended.

**Students are not allowed to have Doordash, Uber Eats or any other food service deliver food during school hours. It is unsafe and against school rules.** If you have food delivered on campus, it will be disposed of appropriately. If you continue to order, you will receive detention for violating the policy. If you have questions regarding this policy, please reach out to the Admin office.

### **Visitors**

All visitors must sign in at the SPA Front Desk and receive proper authorization to be on the school campus. Visitors will be asked to display their pass. K-12 student (Non-SPA) visitors may not visit SPA without a parent or guardian. SPA alumnae may not attend or participate in SPA student activities unless specifically authorized by the administration. All adult visitors must use either the non gender bathroom in the lobby or our staff bathrooms. No adults may use student bathrooms.

# **PARENT CODE OF CONDUCT**

The purpose of the Parent Code of Conduct is to provide a mutual understanding to all parents/guardians and visitors to our school about conduct expectations while on school property, at school district events and when interacting with Contra Costa School of Performing Arts employees and/or students.

## **General Propositions**

We expect parents/guardians and visitors to have a fundamental understanding and commitment to the following general propositions:

- Teachers, administrators and parents/guardians ALL want children to learn in a safe environment
- Teachers, administrators and parents/guardians must work together for the benefit of all students
- All parents/guardians and visitors, as well as all members of the school community, deserve to be treated with respect
- We kindly ask families to bring any concerns directly to the administration first, allowing us the opportunity to address and resolve issues together. This approach helps maintain a positive and supportive school community.

## **Prohibited Behaviors**

In order to provide a peaceful and safe school environment, Contra Costa School of Performing Arts prohibits the following behaviors by parents/guardians and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication
- Disruptive behavior that interferes or threatens to interfere with school operations, including the effective operation of a classroom, an employee's office or duty station, campus lobby, or school grounds, including performances, parking lots and car-pickup
- Threatening to do bodily harm to a SPA employee, visitor, fellow parent/guardian or student
- Threatening to damage the property of a SPA employee, visitor, fellow parent/guardian or student.
- Damaging or destruction of school property
- Using substances that are prohibited on school property including smoking of any kind.
- Unscheduled campus visits:
  - Teachers, school staff and administration may not always be immediately available to speak with you. The only way to *ensure* that you are able to speak with a teacher, staff member or administrator is to schedule an appointment. Teachers, staff and administrators have a practice of attempting to return all phone calls/emails within 48 business hours.
- Defamatory, offensive or derogatory comments regarding the school or school staff made publicly to others.
- Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.

## **Consequences**

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school-sponsored events under the criminal trespass laws. In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow. No restriction, however, will prevent the parent/guardian from working collaboratively with the school to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

## **OTHER IMPORTANT INFORMATION**

### **Campus Beautification**

A clean and orderly learning facility promotes a healthy environment and can also lead to student success. Clean, nice-looking facilities are a key component to this positive learning environment. As such, students are expected to assist in maintaining a clean and organized environment by taking responsibility for their waste products and their personal spaces.

### **Complaints**

The Contra Costa School of Performing Arts is committed to providing a safe, welcoming, and legally compliant educational program and environment. If issues or concerns arise, stakeholders are encouraged to communicate with school staff through informal, or when necessary, formal means. If reasonably possible, complaints should be resolved at the lowest possible level and with good faith effort. However, there are instances where escalating issues through a formal process are necessary. Please see the [SPA Complaint Policies and Procedures on the SPA website](#), which includes the following:

1. Uniform Complaint Procedures
2. Complaints Against Personnel
3. Complaints Regarding Unlawful Harassment

### **Conferences**

All SPA teachers will make themselves available outside their scheduled classroom time to meet with parents. Conferences need to be arranged directly with the teacher. Teachers will respond within 48 hours to verify the date and time of the conference.

### **Acceptable Attire**

SPA Artist-Scholars express themselves in a wide variety of ways. We don't believe in policing students' fashion aesthetic. However, attire that can be reasonably deemed as offensive, or is found to be contributing to school disruption, may result in the student being asked to change or be picked up by a parent or guardian. All SPA students, staff, and visitors will take care to dress in such a manner so as to not promote or represent violence, drug use, hate speech or contribute to an unsafe or socially intolerant school community.

### **Emergency Procedures**

SPA conducts regular emergency drills pursuant to the School Safety Plan. Information concerning student safety will be distributed, as appropriate. Emergency Evacuation Plans are posted in every classroom.

### **Ensemble PTO (Parent Teacher Organization)**

Ensemble is a partnership between the parents, faculty and students of Contra Costa School of Performing Arts; in conjunction with our local community. The mission of Ensemble is to work with all stakeholders to provide comprehensive support to our students both academically and artistically. It is our aim to provide students and staff at SPA with programming efforts, artistic endeavors, capital campaign efforts and as general ambassadors of the school. As a parent group, we strive to enrich the experience of all students and staff at SPA through volunteerism, academic and artistic support and to act as a strong liaison between families and SPA faculty. Contact Ensemble at [ensemble@cocospa.org](mailto:ensemble@cocospa.org)

Ensemble is open and welcoming to the entire SPA family. It is only through strong support of all families that our mission is reached. We encourage the participation of each family throughout the year. Ensemble meets on a quarterly basis, in partnership with designated SPA administration and staff, to progress the mission and vision of the school. Our town-hall style meetings are an opportunity for each SPA family to keep current on events and initiatives taking place within the school and to lend their voice to the conversation that moves us forward together.

## Field Trips, Art Events and Off-Campus Trips

First-hand experience and observation are fundamental to the SPA education. Field trips provide opportunities to witness the application of theory and practice. Students are strongly encouraged to attend such events (i.e. concerts, plays, exhibitions, etc.). Participation will require a completed SPA Field Trip Permission Form.

## Medical

SPA administration/office personnel can dispense medication to students only if the parent or guardian has completed appropriate documentation. Families should make an appointment with the school to discuss any medical conditions that require assistance or special accommodations. Legal requirements and medication issues will be finalized at that time. Under no circumstance should medication be shared among students. Families will need to submit an [Authorization form](#).

## Names - legal vs preferred vs nickname

The SPA team is well aware that the middle school and high school transition is a time when young people are truly exploring who they are for the first time. These explorations may center around ethnicity, language, ability differences, sexual identity, and sometimes gender identity. We also know that each journey is unique for the students and families involved, and that school is often a place where students first experience safety in exploring issues of identity. As such, school may also be the first place where preferred pronouns, preferred names, and/or nicknames may be claimed by individual students. Please find some helpful definitions below to aid in your understanding of how we at SPA commit to honoring the lived journey of our students, while respecting parental discretion.

**Legal name** - this is the name off the birth certificate from enrollment

- For families and students that use legal names for all purposes, great, nothing to do - that name will be in PowerSchool and all school (state) communication.

**Preferred name** - this is the name a student uses in place of their birth name

- For families that support a student's preferred name, we can put the preferred name in PowerSchool and then it will be reflected on all school communications.
- Preferred names can be registered through the enrollment process or through an email to the Registrar
- Even if a family registers a preferred name, legal names will appear on state documents - such as diplomas and state testing.

**Nickname** - this is the name a student uses in place of their birth name, but in a more casual, informal way

- For students with a nickname, they quite often ask teachers and other students to use the nickname, but their legal name remains on PowerSchool and all school (and state) communications.

## Volunteering

A representative from each family is encouraged to participate and volunteer in activities that support the school, which include attending parent meetings, assisting faculty, supporting fundraisers, chaperoning and various volunteer activities. If assisting the school, parents will be required to follow all school safety and confidentiality guidelines, as well as get fingerprinted and background check completed if volunteering on an ongoing basis.

To sign up as a volunteer, please complete this [form](#). Volunteers wishing to be on campus for more than 16 hours a month or 32 hours a school year will need to complete additional paperwork, including [fingerprinting](#) and a [TB test](#).

## **NOTIFICATION OF RIGHTS UNDER FERPA**

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

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the school principal or designee a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the Charter School to amend a record should write to the school principal or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5)). To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Charter School has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Dates of attendance
- Grade level
- Participation in officially recognized activities
- Degrees, honors, and awards received
- The most recent educational agency or institution attended

If you do not wish SPA to disclose directory information from your child's education records without your prior written consent, you must notify SPA in writing at the time of enrollment or re-enrollment. Please notify the registrar.



## **NOTIFICATION OF RIGHTS UNDER ESSA**

Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), provides financial assistance through SEAs to LEAs and schools with high percentages of low-income children to help ensure that they all meet challenging state academic standards.

Under ESSA, families have the following rights:

- **Information regarding Professional Qualifications of Teachers, Paraprofessionals and Aides:** Upon request, parents have a right to information regarding the professional qualifications of their student's classroom teachers, paraprofessionals, and aides. This includes whether the teacher meets the state qualifications and licensing criteria for the grades and subjects they teach, whether the teacher is teaching under an emergency permit or other provisional status because of special circumstances, the teacher's college major, whether they have any advanced degrees and the subject(s) of those degrees, and whether any instructional aides or paraprofessionals provide services to your child and, if so, their qualifications. Districts shall also notify parents if their child has been assigned to or has been taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- **Information regarding Individual Student Reports on statewide assessments:** Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.
- **Limited English Proficient Students:** The Act requires prior notice be given to parents of limited English proficient students regarding the limited English proficiency programs, including the reasons for the identification of the student as limited English proficient, the need of placement in a language instruction educational program, the student's level of English proficiency, how such level was assessed, the status of the student's academic achievement, the methods of instruction used in the programs available, how the recommended program will meet the student's needs, program performance, parent options to remove student from a program and/or decline initial enrollment, and expected rate of transition into classrooms not tailored to limited English proficient students.

Parents shall be notified when their child's school is identified as a "program improvement" school and the opportunities for school choice and supplemental instruction.

**Non-Release of Information to Armed Forces Recruiters:** Upon written request, parents may direct that their student's name, address and telephone listing not be released without prior written parental consent.

Please see this [link](#) for more information.

## **Notification of Rights under McKinney-Vento Homeless Assistance Act**

The McKinney-Vento Act is designed to address the challenges that homeless children and youths have faced in enrolling, attending, and succeeding in school. McKinney-Vento is intended to provide homeless students the same educational opportunities as housed students by removing as many barriers to learning for homeless students as possible.

Some of the rights are afforded to students and school districts through McKinney-Vento:

1. Transportation to and from school and extracurriculars free of charge. This includes ensuring specific busing for homeless students so they can stay at the school they were attending before they became homeless.
2. Children experiencing homelessness have the right to attend their school of origin (the school they attended when they first became homeless) even if they are not residing in the area anymore.
3. Schools must enroll children immediately even if they lack normally required documents, such as immunization records or proof of residence.
4. States must designate a statewide homeless coordinator to review policies and create procedures that affect homeless students.
5. Local school districts must appoint Education Liaisons to ensure that school staff are aware of these rights, to provide public notice to homeless families, and to facilitate access to school and transportation services.

Please see this [link](#) for more information.

## **Title IX Sexual -Harassment Policy and Grievance Procedures**

### **Definitions**

Accused means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the School's Title IX Coordinator or any official of the School who has authority to institute corrective measures on behalf of the School, or to any other employee. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the School with actual knowledge is the individual accused of harassment ("Accused"). The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the School. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator as described in 34 C.F.R. § 106.8(a).

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Education program or activity" includes locations, events, or circumstances over which the School exercised substantial control over both the accused and the context in which the sexual harassment occurs.

Formal complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against an accused and requesting that the School investigate the allegation of sexual harassment. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the education program or activity of the School with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the School.

The phrase "document filed by a complainant" means a document or electronic submission (such as by electronic mail or through an online portal provided for this purpose by the School) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or otherwise a party.

Accused means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

- (1) An employee of the School conditioning the provision of an aid, benefit, or service of the School on an individual's participation in unwelcome sexual conduct;
- (2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the School's education program or activity; or
- (3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Supportive measures means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the accused before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are

designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the School's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School must maintain as confidential any supportive measures provided to the complainant or accused, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

### **General Response to Sexual Harassment**

If the School has actual knowledge of sexual harassment in an education program or activity of the School against a person in the United States, the School must respond promptly in a manner that is not deliberately indifferent. A School is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.

A School's response must treat complainants and respondents equitably by offering supportive measures to a complainant, and by following a grievance process that complies those processes identified herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused.

The Title IX Coordinator must promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

### **Response to a Formal Complaint**

In response to a formal complaint, a School must follow a grievance process outlined below. With or without a formal complaint, a School must comply with the School's General Response to Sexual Harassment process identified above.

### **Emergency Removal**

The School may remove an accused from the School's education program or activity on an emergency basis, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the accused with notice and an opportunity to challenge the decision immediately following the removal.

### **Administrative Leave**

The School may place an accused non-student employee on administrative leave during the pendency of a grievance process identified below.

## **Grievance Process for Formal Complaints of Sexual Harassment**

## **Discrimination on the Basis of Sex**

The School's treatment of a complainant or an accused in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under title IX.

### **Grievance Process Generally**

The School shall treat complainants and those accused equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the accused, and by following a grievance process that complies with this policy before the imposition of any disciplinary sanctions or other actions that are not supportive measures against an accused. Remedies are to be designed to restore or preserve equal access to the School's education program or activity. Such remedies may include the same individualized services described above as "supportive measures"; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the accused.

The School shall require an objective evaluation of all relevant evidence—including both inculpatory and exculpatory evidence—and provide that credibility determinations may not be based on a person's status as a complainant, accused, or witness.

**Title IX Coordinator:** Any individual designated by the School as a Title IX Coordinator, investigator, decision-maker, or any person designated by the School to facilitate an informal resolution process, shall not have a conflict of interest or bias for or against complainants or those accused generally or an individual complainant or accused. The School shall ensure that Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, receive training on the definition of sexual harassment, the scope of the School's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias. The School shall ensure that decision-makers receive training on any technology to be used at a live hearing and on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, as set forth below. The School also shall ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence, as set forth below. Any materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

**Presumption:** The School shall include a presumption that the accused is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

**Time Frames:** The School shall include reasonably prompt time frames for the conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals and informal resolution processes if the School offers informal resolution processes and a process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the accused of the delay or extension and the reasons for the action. Good cause may include considerations such as the absence of a party, a party's advisor, or a witness; concurrent law enforcement activity; or the need for language assistance or accommodation of disabilities.

**Disciplinary Sanctions and Remedies:** Following the determination of responsibility, the following reflect the range of possible disciplinary sanctions and remedies the School may implement: re-education for accused; removal from class or school; detention; written assignment; other disciplinary remedies as assigned by the Title IX Coordinator.

**Standard of Evidence:** For all formal complaints of sexual harassment against students, employees, and faculty, the standard of evidence to be used to determine responsibility is clear and convincing evidence.

**Appeals:** The following includes the procedures and permissible bases for the complainant and accused to appeal: to appeal any findings, discipline, or outcomes of a Title IX investigation, submit an email of appeal to the Executive Director within ten (10) days of receiving the written notification of outcomes. The Executive Director will review the appeal and meet with the complainant and decide to either make a determination at that time or involve an independent investigator.

**Supportive Measures:** The following supportive measures are available to complainants and those accused: Office Support, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, and increased security and monitoring of certain areas of the campus.

**Privileged Evidence:** When making a determination of responsibility, the School will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

**Notice of allegations:** When the School receives a formal complaint, the School will provide written notice to the parties who are known. Such written notice will contain the following:

- 1) Notice of the School's grievance process, including any informal resolution process;
- 2) Notice of the allegations of sexual harassment potentially constituting sexual harassment as defined above, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.

Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

The written notice shall include a statement that the accused is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.

The written notice shall inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence. The written notice must inform the parties of any provision in the School's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the School decides to investigate allegations about the complainant or the accused that are not included in the notice provided above, the School must provide notice of the additional allegations to the parties whose identities are known.

**Dismissal of a Formal Complaint:** The School shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined above even if proved, did not occur in the School's education program or activity, or did not occur against a person in the United States, then the School must dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX and implemented regulations; such a dismissal does not preclude action under another provision of the School's code of conduct. The School may dismiss the formal complaint or any allegations therein, if at any time during the investigation or hearing: A complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein; the accused is no longer enrolled or employed by the School; or specific circumstances prevent the School from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein. Upon a dismissal described above, the School must promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

**Consolidation of Formal Complaints:** A School may consolidate formal complaints as to allegations of sexual harassment against more than one accused, or by more than one complainant against one or more accused, or by one party against the other party, where the allegations of sexual harassment arise



out of the same facts or circumstances. Where a grievance process involves more than one complainant or more than one accused, references in this policy to the singular “party,” “complainant,” or “respondent” include the plural, as applicable.

**Investigation of a Formal Complaint.** When investigating a formal complaint and throughout the grievance process, the School shall:

- 1) Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the School and not on the parties provided that the School cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the School obtains that party's voluntary, written consent to do so for a grievance process under this policy. If a student is under the age of 18, the School must obtain the voluntary, written consent of the student's parent/guardian/education rights holder.
- 2) Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- 3) Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- 4) Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or the accused in any meeting or grievance proceeding.
- 5) Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- 6) Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the School does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation. Prior to completion of the investigative report, the School must send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties must have at least 10 days to submit a written response, which the investigator will consider prior to completion of the investigative report. The School must make all such evidence subject to the parties' inspection and review available at any hearing to give each party equal opportunity to refer to such evidence during the hearing, including for purposes of cross-examination; and
- 7) Create an investigative report that fairly summarizes relevant evidence and, at least 10 days prior to a hearing (if a hearing is required under this policy or otherwise provided) or other time of determination regarding responsibility, send to each party and the party's advisor, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

**Determination Regarding Responsibility:** The decision-maker(s), who cannot be the same person(s) as the Title IX Coordinator or the investigator(s), must issue a written determination regarding responsibility applying the standard of evidence described above.

The written determination must include—

- 1) Identification of the allegations potentially constituting sexual harassment as defined above.
- 2) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- 3) Findings of fact supporting the determination.
- 4) Conclusions regarding the application of the School's code of conduct to the facts.

- 5) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the School imposes on the accused, and whether remedies designed to restore or preserve equal access to the School's education program or activity will be provided by the School to the complainant; and
- 6) The School's procedures and permissible bases for the complainant and the accused to appeal. The School shall provide the written determination to the parties simultaneously. The determination regarding responsibility becomes final either on the date that the School provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

The Title IX Coordinator is responsible for the effective implementation of any remedies.

## **Appeals**

The School shall offer both parties an appeal from a determination regarding responsibility, and from the School's dismissal of a formal complaint or any allegations therein, on the following bases:

- 1) Procedural irregularity that affected the outcome of the matter;
- 2) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
- 3) The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against a complainant or an accused generally or the individual complainant or accused that affected the outcome of the matter.

The School may offer an appeal equally to both parties on additional bases [identify those bases here].

As to all appeals, the School shall:

- 1) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
- 2) Ensure that the decision-maker(s) for the appeal is not the same person as the decision-maker(s) that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
- 3) Ensure that the decision-maker(s) for the appeal complies with the conflict of interest and bias standards set forth above;
- 4) Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
- 5) Issue a written decision describing the result of the appeal and the rationale for the result; and
- 6) Provide the written decision simultaneously to both parties.

Informal Resolution. The School may not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment consistent with this policy.

Similarly, the School may not require the parties to participate in an informal resolution process under this policy and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility the School may facilitate an informal resolution process, such as mediation, that does not involve a full investigation and adjudication, provided that the School—

- 1) Provides to the parties a written notice disclosing: The allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
- 2) Obtains the parties' voluntary, written consent to the informal resolution process; and
- 3) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

## **Recordkeeping**

- 1) A School must maintain for a period of seven years records of—

- (A) Each sexual harassment investigation including any determination regarding responsibility and any audio or audiovisual recording or transcript of any hearing (if applicable), any disciplinary sanctions imposed on the accused, and any remedies provided to the complainant designed to restore or preserve equal access to the School's education program or activity;
- (B) Any appeal and the result therefrom;
- (C) Any informal resolution and the result therefrom; and
- (D) All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The School must make these training materials publicly available on its website, or if the School does not maintain a website the School must make these materials available upon request for inspection by members of the public.
  - (ii) For each response to a formal complaint required by this policy, the School must create, and maintain for a period of seven years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the School must document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the School's education program or activity. If a school does not provide a complainant with supportive measures, then the School must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. The documentation of certain bases or measures does not limit the School in the future from providing additional explanations or detailing additional measures taken.

## **Uniform and General Complaint Procedures and Policies**

The Contra Costa School of Performing Arts is committed to providing a safe, welcoming, and legally compliant educational program and environment. Should the need for a stakeholder to file a formal complaint arise, the following mechanisms and procedures are in place:

I. Uniform Complaint Procedures

II. General Complaint Policy

I. UNIFORM COMPLAINT POLICY AND PROCEDURES

### **Scope**

The Contra Costa School of Performing Arts (“Charter School”) policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Contra Costa School of Performing Arts – Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

(3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. “Educational activity” means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.

ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

iii. A purchase that a pupil is required to make to obtain materials, supplies,

equipment or uniforms associated with an educational activity.

c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

(4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

(5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the Executive Director or designee on a case-by-case basis. The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

### **Compliance Officers**

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Catherine Foster, Executive Director  
Contra Costa School of Performing Arts  
2730 Mitchell Drive  
Walnut Creek, CA 94598  
(925) 235-1130

The Executive Director or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Executive Director or designee. Should a complaint be filed against the Executive Director, the compliance officer for that case shall be the Chair of the Charter School Board of Directors.

### **Notifications**

The Executive Director or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory

committees, private school officials and other interested parties (e.g., Adult Education). The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The Executive Director or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

## **Procedures**

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

### **Step 1: Filing of Complaint**

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School. A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

### **Step 2: Mediation**

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation

process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint. The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

### **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally. The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

### **Step 4: Response**

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

### **Step 5: Final Written Decision**

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### **Appeals to the California Department of Education**

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect



and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Executive Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE. The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

### **Civil Law Remedies**

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## **Identification and Education Under Section 504**

The Governing Board of ChartHouse Public Schools dba Contra Costa School of Performing Arts recognizes the need to identify and evaluate students with disabilities and desires to ensure that all students, including students with disabilities, have a free appropriate public education (FAPE). This means that students with disabilities will receive the same education as students without a disability. The Executive Director shall designate a 504 coordinator to establish and implement evaluation procedures to be used whenever there is reason to believe that a student, because of a disability, needs or is believed to need special instruction or related services. This coordinator shall also ensure a system of procedural safeguards that includes notice, an opportunity for the parent/guardian of the student to examine relevant records, an impartial hearing with the opportunity for participation by the student's parent/guardian and representation by counsel, and a review procedure.

The Executive Director or designee shall ensure that identified students with disabilities receive regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met.

If the student is found to have a disability that qualifies him/her for a FAPE under Section 504, then the Section 504 multi-disciplinary team members shall develop a written Section 504 service plan for the student. Upon reviewing the nature of the disability and how it impacts the student's education, the members shall determine what general and/or special education services, related aids, supplemental aids and services, accommodations and/or modifications, are needed in order to provide the student with a FAPE. The student shall be educated with non-disabled students to the maximum extent appropriate.

The Executive Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. The Section 504 multi-disciplinary team shall provide the parent/guardian with a copy of the Section 504 service plan. If the Section 504 multi-disciplinary team determines that the student is not eligible under Section 504, the parent/guardian shall receive a copy of the Section 504 multidisciplinary team meeting notes stating the basis for this decision.

Parent/guardian shall also receive a copy of the procedural safeguards guaranteed under Section 504.

## LINKS TO ACCOUNTABILITY REPORTS AND COMPLIANCE REPORTS

School Accountability Report Card	Local Control and Accountability Plan
<ul style="list-style-type: none"><li>• <a href="#"><u>2016-2017</u></a></li><li>• <a href="#"><u>2017-2018</u></a></li><li>• <a href="#"><u>2018-2019</u></a></li><li>• <a href="#"><u>2019-2020</u></a></li><li>• <a href="#"><u>2021-2022</u></a></li><li>• <a href="#"><u>2022-2023</u></a></li><li>• <a href="#"><u>2023-2024</u></a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#"><u>2017-2018</u></a></li><li>• <a href="#"><u>2018-2019</u></a></li><li>• <a href="#"><u>2019-2020</u></a></li><li>• <a href="#"><u>2020-2021</u></a></li><li>• <a href="#"><u>2021-2022</u></a></li><li>• <a href="#"><u>2022-2023</u></a></li><li>• <a href="#"><u>2023-2024</u></a></li></ul>
Education Protection Account Funds	Complaint Procedures and Forms
<ul style="list-style-type: none"><li>• <a href="#"><u>2016-2017</u></a></li><li>• <a href="#"><u>2017-2018</u></a></li><li>• <a href="#"><u>2018-2019</u></a></li><li>• <a href="#"><u>2019-2020</u></a></li><li>• <a href="#"><u>2022-2023</u></a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#"><u>Uniform Complaint Policy Form</u></a></li><li>• <a href="#"><u>General Complaint Policy Form</u></a></li><li>• <a href="#"><u>Title IX Complaint Policy Form</u></a></li><li>• <a href="#"><u>Title II Complaint Policy Form</u></a></li></ul>