



SPA

**Contra Costa School of
Performing Arts**

**SPA Family Handbook
2019-2020**

SCHOOL INFORMATION

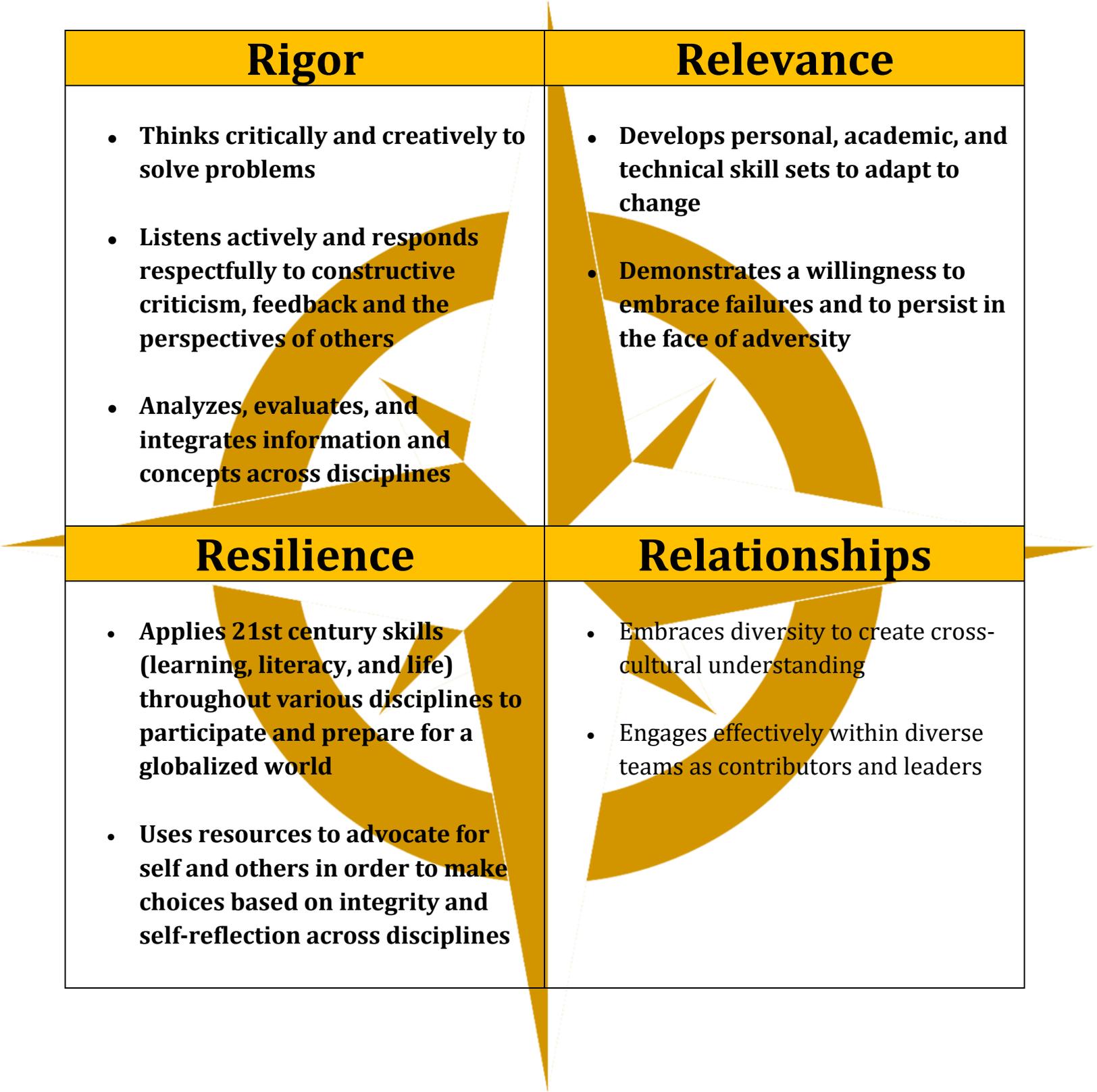
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MISSION

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**.

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SPA Graduate Profile



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

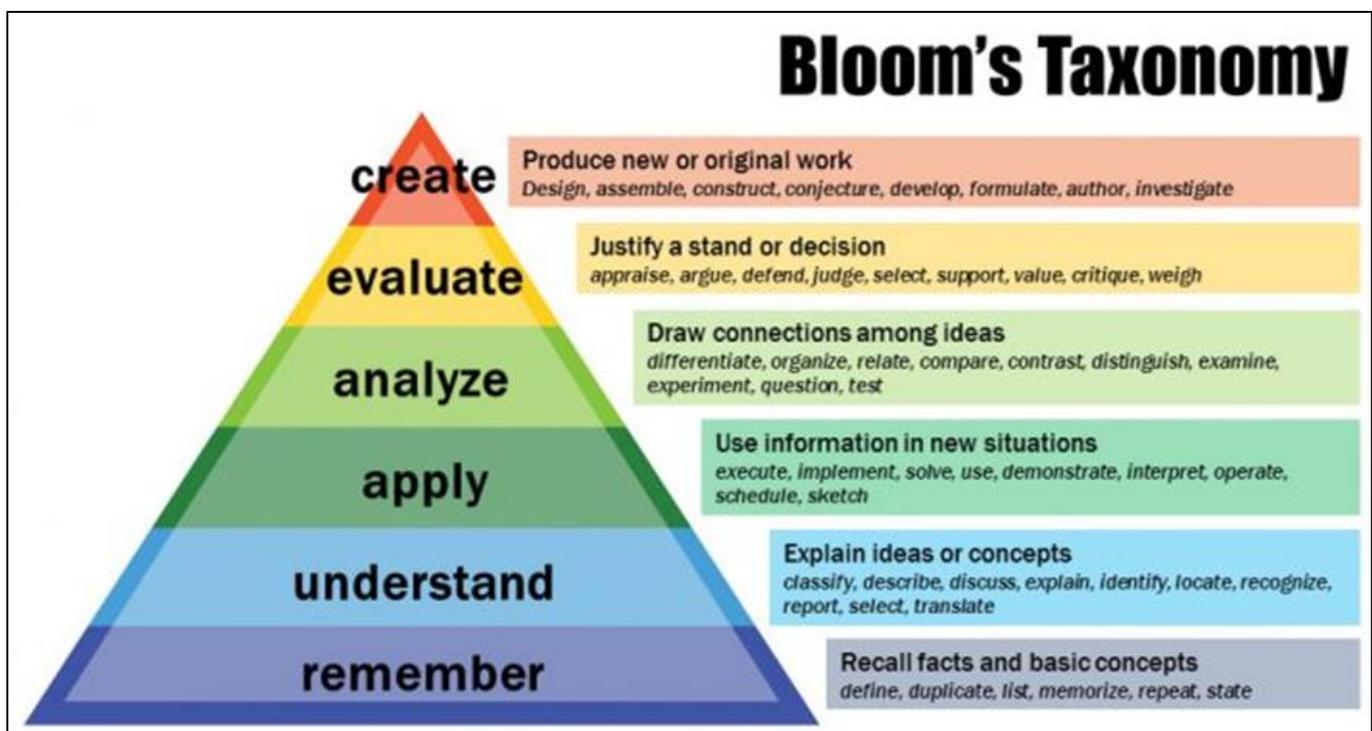
Rigor

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



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:

➤ **Personalized Learning**

- Personalized learning is intended to facilitate the academic success of each student by first determining the learning needs, interests, and aspirations of individual students, and then providing learning experiences that are customized—to a greater or lesser extent—for each student. To accomplish this goal, SPA teachers, counselors, and other educational specialists will employ a wide variety of educational methods, from intentionally cultivating strong and trusting student-adult relationships to modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught in a school. SPA will leverage the bell schedule and educational technology (specifically the Summit Learning Platform - summitlearning.org) to further enhance the personalized learning opportunities during the school day.

➤ **Arts Integration**

- 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**

- 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.

CURRICULUM PROGRAM: Arts

SPA offers pre-professional style training in 5 Arts Majors: Dance, Instrumental Music, Production and Design, 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.



Theatre – Students majoring in Theatre will be exposed to the foundations of the Theatre, inclusive of its past and influences and relative to our world today. Theatre 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.



Vocal Music – 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 Music – 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 or theatre business management majors in college in addition to pre-professional training for a career in design, technology, or management in the entertainment industry. SPA's Production and Design majors will graduate critically engaged and technologically sophisticated students in the fields of scenery, costumes, stage and theatre business management, lighting, and sound.

Arts Transfers

All major changes will only be accepted the between Dec 9-13, 2019 and May 18-22, 2020. Notify your arts teacher, request the transfer paperwork and follow the process outlined. All requests must go through current and potential directors and administration. Arts transfers are not guaranteed. No arts transfers are accepted in the 11th and 12th grade years.

Relevance

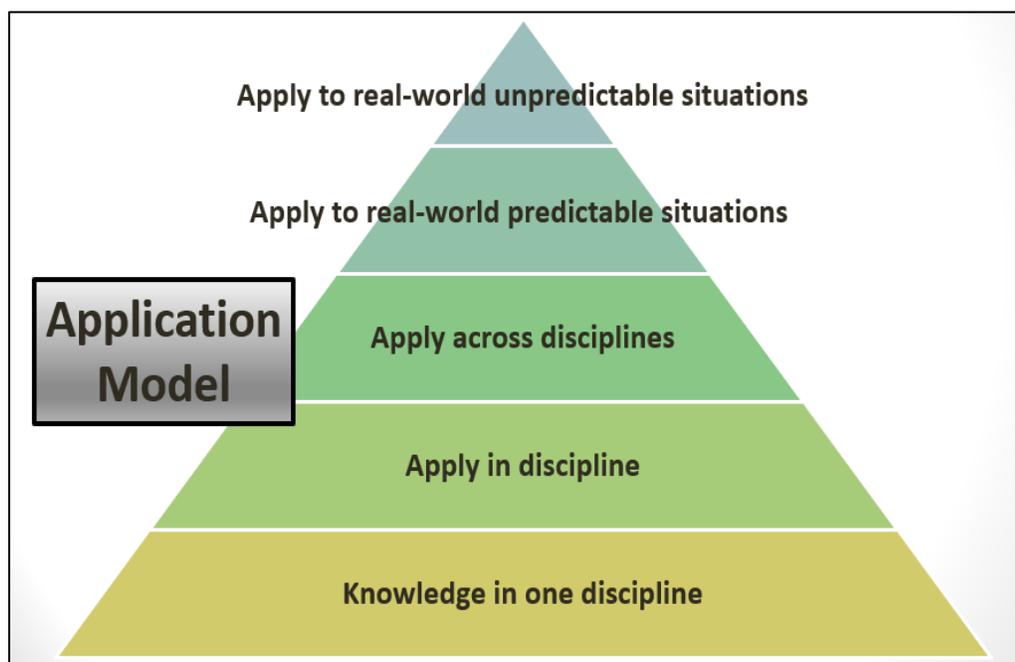
What is Relevance?

- **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 fool



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 show both the competencies students have as well as the growth they have made. We believe that our students will be growing and improving in their abilities throughout the year, and we want their grades to reflect and celebrate that. Thus:

- **80% of a course's grade are graded based on a student's cognitive skills in projects.** Students must complete every project to pass a class. If a student does not complete a project or the cognitive skill average for a course is below 70%, then the student will have an incomplete grade. He/she can change the Incomplete into a letter grade by completing any overdue projects and improving in his/her cognitive skill scores.
- **Cognitive Skills** are deeper learning skills that each project is built around.
 - Examples of cognitive skills are:
 - Justifying/constructing an explanation
 - Identifying patterns and relationships
 - Passing Scores for cognitive skills at every grade level are as follow:

Grade Level	70% (C-)	85% (B)	100% (A+)
6	2	3	4
7	2.5	3.5	4.5
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

- **20% of a student's grade reflects the mastery of content in a course.** This is split between Power Focus Areas (worth 14%) and Additional Focus Areas (worth 6%). Power Focus Areas are required to complete or else a course will be considered Incomplete. Additional Focus Areas are important to a full understanding of the course but are not required; students can pass the course without completing Additional Focus Areas. Students show mastery by passing content assessments.
- **Content** is discreet pieces of information that we believe students need to know. Specific content is associated with each project.
- **The breakdown in Math courses is:** 15% Projects, 70% Unit Assessments, 10% Portfolio Problems and 5% Additional Focus Areas

Mastery Learning

The goal of mastery learning approaches is to have all students learn instructional material at roughly equivalent, high levels. Instructors break down course material into manageable units and create formative tests for students to take on each of the units. Students receive individualized instruction as necessary so that they all master course material. Allowing students the opportunity to achieve mastery of content at different time intervals has proven to be an effective method of increasing student learning. Mastery Learning maintains that students must achieve a level of mastery (i.e. 80% on a knowledge test) in prerequisite knowledge before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information, then tested again. This cycle will continue until the learner accomplishes mastery and may move on to the next stage.

Every student will earn a final grade at the end of the year. These grades will fall in the following range:

- 90% and up is an A
- 80% and up is a B
- 70% and up is a C
- Below 70% is an Incomplete/Off Track
 - We do not give “D/Fs” because colleges do not accept them and neither should we
 - A student will earn an Incomplete if:
 - he/she fails to turn in 100% of projects
 - he/she fails to pass of all his/her power focus areas
 - he/she has an average cognitive skill below grade level

Academic Advancement

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

Academic Advising and Support

The school administration and school counselor provide academic counseling. Parental involvement is encouraged. Meetings 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 Interventions (SSTs)

If at any point in the year a student is failing to meet our rigorous academic standards a student may be referred for an SST.

➤ **Student Success Team Meetings (SSTs)**

SSTs are school-based problem solving team meetings that review lack of academic progress, behavioral concerns, attendance/truancy issues, parent and/or teacher concerns, and recommend alternative strategies/interventions to be implemented in the regular classroom. Teams may consist of school administrators, classroom teachers, parents, students, and special education personnel. The composition of the teams may vary according to student needs. A student can be referred for an SST by a teacher or parent by contacting the School Counselor.

➤ **Student Success Team (SST) Process**

Step 1: Student is referred to the Student Success Team. Reason for referral is stated.

Step 2: Data is collected in response to the concern. This can be done through a cume file review, PLP review, parent interview, teacher interviews, work samples, and/or discipline history

Step 3: SST 1 is scheduled and held. During the meeting, student strengths are identified; concerns are clarified; action plan is developed, timelines are established for appropriate implementation of interventions. Follow-up meeting is scheduled.

Step 4: The SST action plan is implemented. Updated information is provided to the SST Coordinator.

Step 5: The SST reconvenes to review the results of the recommended action plan.

Step 6:

- If the recommended action plan is successful, interventions are continued and SST on student closes.
- If there is some progress, interventions continue and are monitored; interventions are changed or modified as needed; follow-up meeting date is established.
- If there is no progress made, SST II is scheduled. Meeting date is established. New Action plan is implemented and monitored.

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. Additionally, students will be responsible for providing personal supplies, such as paper, note pads, notebooks, pens and pencils. Students are also responsible for supplies for specific arts specialties, such as dance shoes, musical instruments and visual arts supplies. Teachers will list of all required materials in their course syllabi. 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 12th 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 days to complete the request. A nominal fee for copy charges may be applied. Please contact Christina Bendoyro to complete a request: christina.bendoyro@cocospa.org.

GRADING POLICIES

Online Grading System

SPA utilizes an online grade reporting system (PowerSchool) with our learning management system, Summit's Personalized Learning Platform (PLP). Both students and parents will have access to grades and progress towards a student's goals. There is an expectation that families keep track of their child's grades by accessing PowerSchool and the PLP regularly.

Grading Scale

Letter grade	Percentage	GPA points
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 GPA, a B will be a 4.0, and so.

Please note that SPA does not give credit for grades below 70% so 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 given to students to take home at the end of the first, second and third grading periods. Progress reports are handed to students at school. Final report cards will be mailed at the end of the year. Interim reports can be viewed daily in the PLP for academic courses and PowerSchool for the arts courses.

Incomplete/Off Track Grades

A grade of "Incomplete/Off Track" in any course will require the development of a Class Completion Contract, which must be approved by the teacher, parent, and mentor. Contracts will be reviewed and updated on a regular basis by the teacher and support team. When the student completes the work outlined on the Contract, the student is assigned a grade for the course. However, if the scholar leaves SPA, or the summer school term elapses after the development of the Contract, the course grade will be recorded as "F" and no credits will be awarded.

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 in class or out of class must be entirely the student's own work. Copying or sharing any assignment constitutes cheating and may result in failure on that assignment for the student(s) involved. Plagiarism will also result in a failing grade on the assignment. A student plagiarizes when he or she submits work as his or her own that is taken from other sources without naming that source. There is no tolerance for cheating or plagiarizing at SPA; students caught will be disciplined. Continued incidents may result in course failure.

Modified Grading

SPA's courses are based on state-approved curriculum and specified materials. Student grades reflect their performance relative to this curriculum. From time-to-time, students may need accommodations to SPA's curriculum. This could be due to illness, disability, approved extended absences and other circumstances. Only students who are not receiving a high school diploma and demonstrate significant academic delays will have modified assignments.

COLLEGE ENTRANCE REQUIREMENTS

Subjects (a-g)	CSU Entrance Requirements	UC Entrance Requirements	SPA Requirements
Social Science (a)	2 years	2 years	3 years
English (b)	4 years	4 years	4 years
Mathematics (c)	3 years/4 recommended Algebra 1 is required	3 years/4 recommended Algebra 1 is required	3 years (or through Algebra II) Algebra 1 is required
Science (d)	2 years	2 years/3 recommended	3 years
Foreign Language (e)	2 years	2 years/3 recommended:	3 years (or through Spanish III)
Performing Arts (f)	1 year	1 year	1 year
Electives (g)	1 year or extra from the a-f list	1 year or extra from the a-f list	4 years

PROMOTION/GRADUATION REQUIREMENTS

	Middle School Promotion Requirements	Units	High School Graduation Requirements	Units
Social Science	Three years including Social Science 6, Social Science 7, and Social Science 8	30	Three years including World History, US History, US Government	30
English	Three years including English 6, English 7, and English 8	30	Four years including English 9, English 10, English 11 (or AP Language), English 12 (or AP Literature)	40
Math	Three years including Math 6, Math 7, Pre-Algebra or Algebra I	30	Three years including Algebra I, Geometry, Algebra II	30
Science	Three years including Science 6, Science 7, and Science 8	30	Three years including Biology, Chemistry, Environmental Science (or AP Environmental Science)	30
World Languages			Three years of Spanish including Spanish I, II, III	30
Physical Education	Three years including Mind and Body 6, 7 and Health and Wellness 8	30	Health and Wellness	10
Performing Arts	Three years of course work in chosen major	30	Four years of course work in chosen major	90
			Two years of coursework including other arts courses, Economics and/or The Senior Process	20
	Total	180	Total	280

Middle School Promotion Activities

To participate in middle school promotion activities, students shall have attained passing grades in all courses. Promotion activities are considered a reward and privilege by SPA. Excessive disciplinary referrals due to behavior or attendance problems could result in a loss of some or all of the promotion activities.

High School Graduation Activities

To participate in high school graduation activities, students need to meet or exceed SPA's graduation requirements. Graduation activities are considered a reward and privilege by SPA. Excessive disciplinary referrals due to behavior or attendance problems could result in a loss of some or all the graduation activities.



Scope and Sequence of Study: Academics

6th – 12th grade

SUBJECT	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade
Social Science	Social Studies 6	Social Studies 7	Social Studies 8		World History	US History or AP US History	AP Gov
English	English 6	English 7	English 8	English 9	English 10	English 11 or AP Language	English 12 or AP Literature
Math	Math 6	Math 7 or Math 8	Math 8 or Algebra I	Algebra I or Geometry	Geometry or Algebra II	Algebra II	
Science	Science 6	Science 7	Science 8	Biology	Chemistry	Environmental Science or AP Environmental Science	
World Language				Spanish I or Spanish II	Spanish II or Spanish III	Spanish III	
Performing Arts	Arts Major Courses	Arts Major Courses	Arts Major Courses	Arts Major Courses	Arts Major Courses	Arts Major Courses	Arts Major Courses
Physical Education	Mind & Body	Mind & Body	Health & Wellness	Health & Wellness			
Electives							Economics and The Senior Process

Scope and Sequence of Study: Arts

6th – 12th grade

The Artist-Scholar Credo

As an artist-scholar at SPA:

- I humble myself by entering each space with the mind of the beginner.
- I believe that talent is not a substitute for training.
- I understand that disappointment and discomfort can lead towards mastery and self-discovery.
- I commit myself to the creation of meaningful, shared experiences.
- I am always auditioning.

		MIDDLE SCHOOL		HIGH SCHOOL				
SUBJECT		Level I	Level II	9th Grade	10th Grade	11th Grade	12th Grade	
Instrumental Music	CLASSES	Orchestra		CLASSES	Jazz Band II or Chamber Orchestra			
		Jazz Band I			Musicianship I	Musicianship II	Musicianship III	Musicianship IV
				Contemporary Combos				
SUBJECT		Level I	Level II	9th Grade	10th Grade	11th Grade	12th Grade	
Vocal Music	CLASSES	Concert Choir 1	Concert Choir 2	CLASSES	Bel Canto I		Bel Canto II	
					Musicianship I	Musicianship II	Musicianship III	AP Music Theory
				Conservatory Chorale				
SUBJECT		Level I	Level II	9th Grade	10th Grade	11th Grade	12th Grade	
Production & Design	CLASSES	Intro to Illustration	Intro to Design	CLASSES	Art History	Art Techniques	Film Technologies I	Film Technologies II
			Intro to Production & Film		Stagecraft I & II		Performance Seminar I & II	
SUBJECT		Level I	Level II/III	9th Grade	10th Grade	11th Grade	12th Grade	
Theatre	CLASSES	Intro. to Theatre	Intro. to Scene Study	CLASSES	Intro to Physical Theatre & Meisner	Intermediate Scene Study	Acting the Classics	Chance Theatre/ Advanced Adaptation
			Level III MS Ensemble		Stage Craft for Actors		Contemporary Drama I	
				Theatre History	World of the Play	Directing & Dramaturgy	The Actor's Prepares-Monologues	
SUBJECT		Level I	Level II	9th Grade	10th Grade	11th Grade	12th Grade	
Dance	CLASSES	Dance I	Dance II	CLASSES	Ballet III	Ballet IV	Ballet V	
					Modern & Contemporary III	Modern & Contemporary IV	Modern & Contemporary V	Modern & Contemporary III
				Composition & Repertory				

Resilience

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

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.

Absences

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

Students are expected to provide communication (via **EMAIL** or phone call) from a parent/guardian indicating the reason for the absence within 3 school days of their return to school.

- attendance@cocospa.org
- 925-235-1130



Families need to present the following information in their communication:

1. State if clearing an absence or tardy.
2. Give student's name (please spell the last name).
3. Give student's grade.
4. State name and relationship to student.
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 cleared within 72 hours or become unexcused absences. At three unexcused absences, your student will be identified as habitual truant and the SARB (Student Attendance Review Board) process will begin. 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 the PLP, 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 the office via phone or email (attendance@cocospa.org).

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 the Dean of Students prior to a SARB referral.

Any Student who attains 10 more excused absences in a school year is considered **chronically absent** by the state of California. Students at SPA who accrue 8 excused absences, the family will be required to meet with the Dean of Students, to address and will be required to submit medical verification from a Doctor or licensed therapist. If additional absences continue absent verification 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 to school or class after the start of the day and/or class, will be marked “Tardy.” Tardiness will be recorded in PowerSchool.

Students who receive 5 or more cumulative tardies may be assigned to Saturday School or receive after school detention for one hour for every 5th tardy. A student who fails to attend detention may either have their detention doubled or receive in-school detention for the entire day. Students with excessive tardies may be required to attend a SART meeting with the Dean and Students and their parents or guardians. An attendance contract may be implemented.

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 to make appropriate arrangements. 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, he/she may not be promoted to the next course level. These absences will be marked unexcused except for bereavement and medical emergency. 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 absence. Students who are truant will be required with their guardians to attend a school attendance meeting with the Dean of Students and in some cases may be placed on an attendance contract. Students who continue to be truant maybe referred to the County School Attendance Review Board (SARB).

Unexcused Absences

Below is a description of California's strict attendance laws.

California defines a student as truant if he or she has any combination of:

- Three unexcused absences;
- Three unexcused tardies; and/or
- Three absences exceeding 30 minutes.

California defines a student as chronically truant – for which more severe penalties are imposed – as a student who misses school, or is tardy, on 5 or more occasions.

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 phone or email (attendance@cocospa.org). The pre-approved designee will then be allowed to pick the student up from SPA. Please contact the school at least 24 hours prior.

Make-Up Work

Students and parents can follow a student’s progress on the PLP even while absent. In the event of an unplanned absence, upon a student’s return, he/she should meet with his/her Spotlight Mentor 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 classroom time is difficult to replace and directly impacts the school's ADA/funding. However, if students need an extended absence (5-15 days) during the school year, an Independent Study Contract must be requested. The contract prevents a student from falling behind and gives him/her attendance credit. If work is not received by the scheduled deadline, the contract will be considered incomplete and voided. The student will not receive attendance credit. Parent must notify administration prior to the absence.

A discussion of Independent study contracts, SHORT TERM only - 1 day to a maximum of 15, and the paperwork/procedures needed will happen with the Registrar. Families need to notify the school as soon as possible, preferably two weeks prior to travel. Failure to complete the independent study contract and submit required documentation upon return will 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.

Home and Hospital Instruction

SPA does not offer Home and Hospital Instruction. Per the California Department of Education: "Existing law requires each person subject to compulsory education to attend full-time school or continuation school. The Home and Hospital Instruction Program serves students who incur a temporary disability, which makes attendance in the regular day classes or alternative education program impossible or inadvisable. **The district in which the home or residential health facility is located is responsible for instructing and educating pupils who must be hospitalized or remain at home due to a temporary but extended illness or disability.** There is no provision in statute that specifically addresses instructional content; however, the goal of home or hospital instruction should be maintenance of the pupil's former level of performance while recovering." For more information, please visit: <https://www.cde.ca.gov/sp/eo/hh/>

To obtain Home and Hospital Instruction, you must enroll in your district of residence and arrange this service through them.

Attendance Awards Program

One of our main objectives is to meet with each student and discuss what factors may be impacting student attendance. So far some of the trends we have noticed are listed below:

- Parents commute
- Siblings being dropped off at other schools
- Parents citing medical issues with little to no medical documentation: anxiety, depression, refusal to attend for migraines/headaches
- Physical ailments from other family members/ live in relatives disrupt drop off schedule/attendance

To combat these issues the school administration has decided to roll out an Attendance Reward program so that students with perfect/mostly perfect attendance are recognized and students whose attendance improves are rewarded.

Middle School Attendance Rewards Program

- There will be a Rally that will be put on School Leadership and during this rally it will end with Attendance Prizes being given.
- Each week a student who has perfect attendance will enter their name into a raffle during their Spotlight. In order to qualify, they cannot have any tardies or absences in any class for the entire week.
 - Prizes will include a SPA Season Pass, donated items from parents that could include: Earbuds, Gift Cards ranging from \$5-\$25 dollars, \$50 ShineBucks to be used as school

money for items, merch, and a Day with admin/staff and off-campus lunch with Admin/Favorite School Staff.

- There is also a possibility of giving students 30 minutes of free time instead of a Movie or a Classroom activity indoor/outdoor
- To encourage the system a spotlight announcement will be made at the start of the school year along with a section in the school newsletter.
- Certificates and Awards will be given to students with Perfect Attendance and Students with most improved Attendance
 - The students recognized will be determined by SART Team and Spotlight teachers
 - If an entire Spotlight has an over 95% ADA for the month, at the end of the month they get popcorn and movie pass on a Friday.

High School Attendance Rewards Program

- Since SPA operates as a conservatory and high school students need to be prepared for real-world outcomes and be clear about expectations and outcomes with students and parents. Moving forward, seven unexcused absences a semester should mean course failure- unless medically excused.
- Incentives for high schoolers should be meaningful and can include items listed below:
 - A day for off-campus lunch and an extra 15 minutes given for lunch-Parent permission slip must be signed.
 - The students with perfect attendance can have their names drawn and the first student can be selected to DJ for lunch one day or can pass and choose a different prize. Similar to MS prizes
 - Student Drivers can use their prize to park in the visitor spot for a week.
- The High School Spotlight(s) with the best attendance at the end of the semester should receive a movie night and pizza in the theater after school. ADA should be 96% or better. Medically excused/Bereavements will not impact ADA.

MENTAL HEALTH SUPPORT

SPA takes the mental health and well-being of our students very seriously. As such, we recognize the importance of providing students with access to mental health support and resources across life domains, including home and school. Students may request a check-in with a school mental health professional (guidance counselor or school psychologist) via email or a written request for check-in. Parent(s)/guardian(s) may request additional counseling resources via email by contacting Leticia Ramos, guidance counselor (leticia.becerra-ramos@cocospa.org) or Karissa (Lexie) Pivirotto-Britton, school psychologist (karissa.pivirotto-britton@cocospa.org). Parent(s)/guardian(s) should be aware that all information discussed in sessions between providers and students is confidential, except in cases where the student discloses the intent to harm themselves or others, or if they report experiencing abuse or neglect.

Please visit the Student Services webpage via the SPA website (<https://karissapivirotto-b.wixsite.com/student-services>) for additional information regarding local and national mental health resources.

Suicide Prevention and Intervention Policy

SPA provides all staff with annual training that includes warning signs and procedures for safely supporting students expressing suicidal thoughts or ideation. Trained mental health school staff are on-site throughout the school day to respond to these crisis situations, maintain student safety while evaluating next steps, and refer students to the appropriate outside mental health resources as necessary.

Additionally, students at SPA are provided with a comprehensive health education program that promotes healthy mental, emotional, and social development through developing problem-solving skills, coping skills, and positive self-esteem. Suicide awareness and prevention are also incorporated into health education curriculum at the secondary level.

Please refer to SPA Board Policy 7.042017 for more information.

EXTRACURRICULAR ELIGIBILITY

SPA's eligibility policy for extracurricular activities (such as productions, clubs and organizations) will be based on academic performance, attendance and citizenship. In the case of productions, the eligibility policy will be used during the audition process and throughout the run of the production. Administration reserves the right to evaluate ineligibility on a case-by-case basis.

Academic Performance

Students at SPA will be eligible to audition for performances and participate in extracurricular activities provided they maintain good academic standing.

Attendance

Students at SPA are expected to attend both academic and arts classes regularly and on time. Students will be eligible for extracurricular activities provided they maintain normal attendance. In certain cases, excessive tardiness or absenteeism may lead to a student being classified as ineligible to participate in extra-curricular activities.

Citizenship

Students at SPA are expected to be good citizens and follow the policies and expectations described in the SPA Family Handbook and the SHINE motto. Additionally, students should follow the expectations and policies dictated by their academic and arts teachers.

Performance Eligibility Waiver Policy

Should students find themselves in an ineligible status for any reason, they will be afforded (1) one opportunity to appeal the eligibility decision during the academic year. This appeal must be done through a formal application to the appropriate Artistic Director. Each appeal will be handled on a case-by-case basis, and the appeal itself is in no way a guarantee of a reversal. Each situation will be considered carefully, which will consist of both academic and arts teachers under the guidance of administration. Students who demonstrate eligibility repeated may be required to have a meeting with the Director of Student Services-Counseling in addition to the appropriate Artistic Director.

Work Permits

Student work and Entertainment Industry permits will only be signed off by the school if the student is in good standing at SPA. Good standing is defined as:

- a. Not identified as a truant or chronically absent
- b. Making satisfactory progress on the PLP – no incompletes
- c. Has not been suspended from school

POSITIVE BEHAVIOR PROGRAM

What is the Positive Behavior System or PBS at SPA?

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, virtual space, and restrooms).

Positive Behavior System (PBS) is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, “Why should we have to teach kids to be good? They already know what they are supposed to do. Why can we not just expect good behavior?” In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective.

Introducing, modeling, and reinforcing positive social behavior is a crucial step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

How will this work at SPA?

The goal of SPA’s Positive Behavior Program is that our **Stars will SHINE** at SPA and in our community!



RESTORATIVE PRACTICES

Restorative Practices (RP) is a movement 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 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.

In 2025, our incoming cohort of 6th graders will graduate from our school. When they look back on their seven-year experience 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 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. In 2025 when our incoming 6th 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 benefit from 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.

STUDENT BEHAVIOR AND DISCIPLINE

SPA has gone through a transformative period for the past year that has lead us to become more reflective on how innovative we, as a school, can be in the realms of discipline, community, and school culture. SPA is implementing a more comprehensive Restorative Justice/Practices system to better meet the needs of our community and create a system that allows for reparations, reform, and a space for students to feel safe enough to express themselves honestly. At SPA we want to cater to the needs of students on an equitable level and tried to provide a safe, caring, therapeutic environment for students with different levels of emotional and academic needs.

Because SPA has a diverse population with diverse needs, the Student Services team has created a tier system that allows for an appropriate response to the levels of different types of behavior, as well as piloting a Youth Council program that will take place twice a week during Spotlight. We want to ensure that every student develops the skills they need to navigate social challenges and becomes a contributing

member to the SPA community. One of the ways we are going to do this is by creating a Restorative Justice Manual to assist teachers build relationships in the classroom that foster a sense of belonging and redirect student behaviors.

The goal of PBS and RP as 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. SPA staff will communicate these expectations to our student body. Our response to student transgressions is not simply intended to deliver punishments for breaking rules, it is founded on the practice of community building, self-assessment, and self-discipline. All students will be afforded the full extent of their due process rights.

Site administration will determine whether the consequence should include, but not be limited to, Restorative practices, community service, detention, and or suspension. Community service may include, but is not limited to, work performed on school grounds during school or non-school hours in the areas of beautification, campus betterment, and teacher or peer assistance programs. Law enforcement agencies may be notified at the discretion of the administration. 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.

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. 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.

The school suspension and expulsion policy (see SPA Charter Petition Element 10) closely mirrors the language of Education Code Section 48900 et seq. SPA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Suspended or expelled students shall be excluded from all school and school-related activities.

A student identified as an individual with disabilities or for whom SPA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SPA will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SPA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Youth Council

SPA is also initiating its first ever Youth Council - a peer to peer restorative justice program. Youth will work together as an alternative to suspension, early intervention for escalating behaviors, and mediating peer conflict. The purpose of the Youth Council will be to repair harm and build competencies that help create safer schools.

Goals of the Youth Council:

- Increasing accountability of youth
- Assisting all those involved to move forward successfully
- Determining a fair and restorative sanction
- Supervising the sanction and monitor the outcome

Youth Council is created to reduce incident escalation and/or serve as a last step effort to reduce suspension/ expulsion.

At SPA, we know that part of growing up includes making mistakes and sometimes failing to make good choices, but we want students to know that they are not their mistakes. We want students to evolve from their interactions, right their wrongs, and reflect on how our process demonstrated care and character building versus punitive outcomes. Part of this process includes productive and caring partnerships with the families of young people in our community.

Student(s) will end up on a Behavior Plan post Youth Council if offense falls under Tier 3 incidents. Youth Council members participate in an informative and fun intensive summer training program, in which they learn about restorative justice and how the justice system in the city works and can impact schools.

Teens learn to perform the functions of the Youth Council by practicing the roles of judges, jurors, community advocates and youth advocates, conducting intake, and distributing sanctions.

A sanction is an accountability-based and proportional (including incentives, counseling services, workshops, etc.) response and a requirement for students to fulfill because of their actions and to protect communities from the effects of the incident. Additionally, it serves as a positive behavior intervention that allows the student to get back on track versus continue in a downward spiral.

Below is an overview of how our systems will be rolled out specific to Middle School and High School students.

Additionally, we want to encourage teachers to implement Restorative Practices within their own respective classrooms and collaborate with administration on disciplinary responses.

Behavior Overview for Middle/High School

Classroom consequences by the teacher before referral to administration for Middle School:

1. Warning/ Counseled by teacher
2. Reflection Assignment along with email sent home
3. Referral to counselor for positive social skills intervention/ Parent call home
4. Email/Call home to parent for meeting along with Classroom Contract
5. Referral to Administration/ SST
6. Lunch Detention, ISD, ISS, Youth Council, Behavior Contract, referral to administration

Classroom consequences for High School students:

1. Warning
2. One on One meeting/ Classroom Contract- Use your discretion if you want to include parent on Classroom Contract
3. SST meeting
4. Email home to parent with Dean CC'd about further escalating behavior
5. Referral to administration/Behavior Contract/ISD/ISS/Youth Council

Student Services Team

Dean of Students	Salam Mustafa	salam.mustafa@cocospa.org
School Psychologist	Karissa Pivirotto-Britton	karissa.pivirotto-britton@cocospa.org
Guidance Counselor	Leticia Becerra-Ramos	leticia.becerra-ramos@cocospa.org
ERMHS Counselor	Brianna Tarpey	brianna.tarpey@cocospa.org

Categories of Behaviors & Range of Discipline Consequences

Our Tiered System of offenses is aligned to the California education code to 48900(s).

<p>Tier 1: Offenses requires prior teacher interventions as listed on the SPA referral form and/or counselor interventions prior to sending a referral to the administration.</p> <ul style="list-style-type: none"> • Cheating/plagiarism • Class rules violation • Computer/Internet violation-Visiting sites/Misusing messaging/ etc. • Defiance/disruption- taking away from the learning of others, outbursts • Electronic device- SPA supports the development of lessons and assessments that integrate various technological tasks to be accomplished by students. Therefore, students may use electronic devices (i.e. cell phones, smart phones, tablets, iPads, iPods, devices with the capability to capture digital images and/or take photographs, and audio recording device) as instructed/permitted by the classroom teacher or school official supervising the student(s). However, the <u>UNAUTHORIZED and/or IMPROPER USE</u> of an electronic device shall be <u>prohibited</u>. If a school official finds it necessary to confiscate an electronic device, he/she may either return it at the end of the class period, school day, or keep it until administration has consulted with the students' parent/guardian. SPA is NOT responsible for lost, damaged, or stolen electronic devices. Videoing or picture taking of any fight or inappropriate behavior may result in progressive disciplinary action, up to and including suspension and/or expulsion from SPA. NOTE: Electronic devices are NOT PERMITTED in test sites designated for state assessments. • Failing to serve detention • Leaving classroom without authorization • Loitering • Destruction of School Property <ul style="list-style-type: none"> ▪ Defacing desks with markers, scissors, etc. ▪ Misuse of school materials ▪ Peeling the wall or punching holes in it ▪ Flipping trash cans and/or denting cones • Non-directed profanity • Out of class without a pass • Truancies: 3+ to same class • Parking violation (Note: parking violations will be addressed by law enforcement/administration) • Possessing any object considered disruptive to the educational process (e.g., a fake gun, Pop-Its, etc.) • Touching property of other students - jokingly or serious manner • Doing makeup/hair in class • Taking a break longer than the class allotted time 	<p>Tier 1 range of consequences by offense:</p> <ul style="list-style-type: none"> • 1st offense options: Warning, parent notification/conference, teacher administered consequence, counselor interventions • 2nd offense options: Parent notification/conference, teacher administered consequence, Restorative intervention, In-house detention (partial day or until the end of the day), lunch detention, Counselor for corrective behavior, ISD, lunch with administration, Youth Council*, Classroom Contract • 3rd offense options: Referral to administration, parent notification/conference, teacher administered consequence, ISD, behavior agreement, Youth Council*
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Tier 2:

- Cyber bullying/bullying – (i.e. transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts/sounds/images on the Internet, social networking sites, telephone, computer, or any wireless communication device)
- Defiance/disruption against Administration
- Dress code violation - if excessively exposed, or if the clothing has gang affiliation, violence, profanity, or promotes drug use
- Forgery
- Knowingly receiving stolen school or private property
- Leaving school without checking out/ ditching
- Overt public display of affection-hickeys etc.
- Possession of a lighter, tobacco products, vape possession, vaping or smoking
- Possession of dice (for purposes of gambling)
- Rough/boisterous activity - if done habitually
- Recording a fight or pupils without permission
- Physical altercation
- Trash/littering - big spill, food fight, etc.
- Possession of student property that results in property damage
- Trespassing on surrounding business properties
- Possession and/or use of stink bombs
- Destroying school facility - graffiti, vandalism, etc
- Inappropriate sexual conduct both personal and interpersonal
- Intent to cause physical harm

Tier 2 range of consequences by offense:

- **1st offense options:** Restorative intervention, referral to administration, parent notification, in-house detention (partial day or until the end of the day), behavior agreement, Youth Council (in lieu of suspension given context)
- **2nd offense options:** Referral to administration, parent notification, ISD (partial day or until the end of the day), community service (teacher volunteer), behavior contract, 1–3 day suspension, Youth Council + behavior contract, possible law enforcement notification
- **3rd offense options:** Referral to administration, parent notification, In-house detention (partial day or until the end of the day), behavior agreement, 3-5 day suspension, possible law enforcement notification

Tier 3:

- Alcohol: possession of, under the influence, providing/furnishing
- Assault/battery
- Committing an obscene act (e.g., flashing, hate speech, racist hand gestures, etc.)
- Possession of a controlled substance
- Dangerous behavior (e.g., climbing on buildings)
- Possession of a weapon or brandishing a fake weapon
- Using personal property as a weapon
- Defiance/disruption (e.g., verbally assaultive behavior to staff or students)
- Jumping off items or school property/Climbing on to school property
- Fighting: causing, attempting to cause, and/or threatening to cause physical injury
- Possession of fireworks
- Gambling
- Bringing a non-student on to campus without permission or a visitor pass
- Hate crime: caused, attempted to cause, threatened to cause, or participated in an act
- Profanity/vulgarity/obscene act
- Transmitting inappropriate photographs via social media platforms, messaging platforms/apps
- Robbery/extortion
- Sexual Harassment-definition of sexual harassment is listed below:
- *Sexual harassment includes but is not limited to conduct which has the purpose or effect of unreasonably interfering with a person's academic performance or of creating an intimidating hostile or offensive learning environment. Examples of sexual harassment include sexual demeaning comments, sexually suggestive questions, sexting (demeaning comments, sexual jokes, or sexual materials sent through electronic devices) jokes, letters, and notes, physical contact of a sexual nature, posting of sexual suggestive material, and continuing to express sexual interest after being informed that the interest is unwelcome. EDUCATION CODE 48900.2: SEXUAL HARASSMENT: In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purpose of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive education environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive*
- Terror threats against school officials/property or both - provided context
- Theft/stealing or attempting to steal school or private property
- Threats/threatening behavior
- Trespassing (attending a school event or being on any SPA property during a suspension without proper authorization)
- Vandalism: caused/attempted to cause damage to school/private property, including but not limited to electronic files and databases/school bathrooms
- Possession and/or use of pepper spray

Tier "3" range of consequences by offense:

- **1st offense:** Referral to administration, parent notification, Youth Council + behavior contract, ISS 1-3 day suspension, law enforcement notification, expel recommendation to school board
- **2nd offense:** Referral to administration, parent notification, 3-5 day suspension, behavior contract, communication agreement, Responsible Use Agreement
- **The following Tier 3 offenses require expulsion recommendation to school board:**
 - Brandishing a knife
 - Possession, providing, or use of a firearm,
 - Possession, providing, or use of, explosives, or other dangerous objects
 - Selling a controlled substance
 - Sexual assault/battery
 - Fire alarm pull
- The following Tier 3 offenses **require a recommendation for expulsion, unless the principal or designee finds it inappropriate to do so** [E.C. 48915 (a)]:
 - Possession, providing, or use of a knife with a locking blade or with a 2 ½ inch blade or longer
 - Possession, providing, or use of a dangerous object of no use to the student

Detention of Students after School

Per the California code of regulations: A school may detain a student for up to but not exceeding one hour after school for disciplinary reasons.

Detention (before school, after school or lunch), lasting up to 60 minutes, may be assigned by individual teachers as consequences for inappropriate behavior in an individual classroom. Twenty-four hours' notice will be given to the student for After-School Detention, and these detentions are served under a teacher's supervision. The Education Code allows for school detention regardless of a student's transportation constraints.

After-school detention (ASD) may be assigned by administration/supervision in certain instances. Failure to serve ASD will result in the assignment of an additional detention. Failure to serve detentions will then result in community service or suspension.

Dress Code

It is the intention of these guidelines that students be neat, clean and appropriately attired so that they can take part in the regular activities of the school day. Students should dress so as not to visually distract other students, nor disrupt the educational experience. Clothing must be appropriately sized.

- Clothing may not contain words referencing profanity, drug/alcohol/tobacco/weapons use, or contain offensive/inappropriate words or statements.
- Clothing, pants/skirts must be worn at the waist.
- Clothing must not be too short or too revealing.
- Arts teachers may restrict accessories based on the requirements of the arts school. Students will be asked to remove any headgear that covers the face.
- Theatre and Dance students will be required to wear their prescribed uniform daily to enable proper body movement for instruction. Time will be given during class to change.

Students who are in violation of the dress code will be loaned a change of clothes, parents will be contacted and/or student will be sent home. The SPA administration reserves the right to adjust the Dress Code in the spirit in which the guidelines were drafted. The SPA administration will use their professional judgment in enforcing the dress code.

Restitution – School Property

(STATE EDUCATION CODE 48904) The following action is taken to recover loaned school property or to seek restitution: that the School shall notify parent(s) of the student in writing before taking any withholding action. When the student and parent(s) are unable to pay for the damages or return the property, the School shall offer a program of voluntary work in lieu of payment. Implementation of this policy shall not be interpreted as denying the student a right to the normal use of texts and other school property while actively enrolled in school.

Skateboards, Skates, Scooters and Bicycles

To ensure the safety of all students, skateboards, skates, scooters and bicycles may not be used during school hours while on school grounds.

Suspension from Class / In-School Suspension (ISS)

Suspension from class is the temporary removal of a student from his/her regular classroom by a teacher or administrator as articulated within Education Code.

As soon as possible, the teacher will contact the student's parent/guardian regarding the suspension. If an in-person conference is not feasible, a telephone conference may be substituted. A school administrator will attend the conference if the teacher or parent/guardian so request.

The pupil shall not be returned to the class during the period of suspension without the concurrence of the teacher and the administration. A pupil suspended from a class shall not be placed in another regular class during the period of suspension.

In-school suspension takes place on campus either with the Dean of Students, School Counselor, or Principal. Out-of-School Suspension requires the student to be removed from school and the student may not attend any school events or activities during the time of suspension or any activities in the future should that be determined.

Technology Use at SPA

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).

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 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.

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.

Relationships

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

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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.

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
- 30 minutes after the latest period of the school day
- Throughout the school day, including class, passing, and lunch periods
- 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 unsupervised

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.

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. Student visitors must have prior authorization from their parents as well as from the school administration before entering the campus. A student visitor must follow the SPA rules during his/her visit.

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. Campus Beautification can be assigned to students as a response to school infractions.

Coffee with Administration

It is a top priority for SPA to increase parent and student involvement in the school community. We want to ensure we are always evolving in terms of our culture and disciplinary practices, in an effort to maintain an equitable environment and a rigorous, yet fun, learning space. In an effort to be more engaging and flexible with parents, administration will be holding quarterly, ‘Coffee with Administration’ days. This will be a time for parents and administration to meet and discuss implementation of new programs and policies, the rollout of a new PBIS program, and how to increase parent engagement and involvement in the SPA community.

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

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

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 a comprehensive support to our students both academically and artistically. It is our aim to support 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.

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 will meet on a monthly 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.

Outside Presentations/Presenters

Courses at SPA will offer content that is grade level and subject appropriate but that some families may have concern with, such as topics covered in our Health and Wellness class, including Sex Education. SPA follows the practice that unless you formally opt out of a particular topic or presentation, you are hereby granting your student access to both the content and materials of the subject presented. Staff will notify families when these topics are being presented and it will be the responsibility of the parent to notify the school of their decision not to have their student present. An alternative assignment and location for the student will be arranged for by the teacher.

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 and it is on file with the office manager. 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.

Non-Discrimination/Harassment Statement

The Contra Costa School of Performing Arts is committed to providing a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color or mental or physical disability or any other basis protected by federal, state, local law, ordinance or regulation. Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by the school. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee, or filing a report against a non-employee. Harassing conduct can take many forms, including verbal acts, graphic and written statements, or conduct that is physically threatening or humiliating. This includes conduct that may be sexual in nature (sexual harassment).

More information can be found in the complaint policies. The school prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

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 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. SPA 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.

Parent-Teacher Conferences

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

Parent Participation

A parent representative from each family is encouraged to participate in activities that support the school, which include attending parent meetings, assisting faculty, supporting fundraisers, and various volunteer activities.