



Student and Family Handbook

TABLE OF CONTENTS

HISTORY, VALUES, MISSION, VISION, DIVERSITY STATEMENT	Pg. 2
STUDENT RIGHTS AND RESPONSIBILITIES	Pg. 4
ENROLLMENT	Pg. 6
CURRICULUM	Pg. 8
ACADEMIC GUIDELINES AND COUNSELING	Pg. 12
ATTENDANCE	Pg. 16
DISCIPLINARY GUIDELINES AND RESTORATIVE PRACTICES	Pg. 18
GENERAL GUIDELINES	Pg. 25
NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES	Pg. 30
NOTIFICATION OF TITLE IX RIGHTS	Pg. 30
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT	Pg.34
OSA 2020-2021 SCHOOL CALENDAR	Pg. 38
REMOTE LEARNING CODE OF CONDUCT	Pg. 39
UNIFORM COMPLAINT FORM	Pg. 40

OSA	OAKLAND SCHOOL FOR THE ARTS STUDENT AND FAMILY HANDBOOK 2019-2020	
-----	----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------

This Student Handbook contains general information about how to succeed at Oakland School for the Arts (OSA). Parents and students are required to read the Handbook in its entirety, and are responsible for its contents.

History

Oakland School for the Arts is a public charter school spearheaded by former Mayor and Governor Jerry Brown. OSA was chartered by the Oakland Unified School District in May 2000. The School was separately incorporated shortly thereafter, received its 501(c)(3) federal exemption determination in October 2001, and was fully accredited by the Western Association of Schools and Colleges in June 2004. An accreditation visit took place in the spring of 2013 and OSA is accredited through 2020. The Action Plan developed during that process will be used to drive the school's mission on an on-going basis. A new accreditation cycle began in the Spring of 2014. The OSA charter, granted by the Oakland Unified School District, was renewed in February 2015 also through 2020.

OSA Core Values, Mission and Vision

Core Values

1. Shared Purpose: All stakeholders understand, value and conduct themselves in accordance with OSA's values, mission and vision.
2. Dynamic School Culture: All stakeholders help to create a school environment that is demanding and disciplined, yet also filled with joy, excitement and wonder.
3. Staff Collaboration: Faculty and staff work together to foster creative growth in the arts and academic experiences of our students.
4. Service to Our Constituents: OSA staff will serve its families and stakeholders in an efficient and responsive manner through the elimination of institutional barriers. Anyone arriving at OSA will receive a top quality customer service experience.
5. Authentic Family Involvement: Families play a vital role in student success and school life. Families share with school staff and the students themselves the responsibility for student success.
6. Community Membership: In partnership with business, local government, schools and arts organizations, OSA serves as a model for how schools can enrich and transform communities.
7. The Student –Teacher Relationship: OSA recognizes this as a core relationship. Teachers value students' individuality and dignity, fostering the motivation for students' growth. Students value teachers as their guides in this phase of their lives. Together, they work toward high levels of achievement through teachers' skills and knowledge and students' self-discipline and sustained effort.
8. Character Building: The OSA educational model, through collaborative work and the exploration of each individual's personal experience, helps students and staff to develop the character traits of honesty, empathy, compassion and integrity.
9. Diversity: OSA will invest time and resources to ensure it reflects all aspects of the diverse community that surrounds it in its teachers, staff, administration, parents and students, and will remain accessible and welcoming to all.
10. Creative Problem-Solving: There is a creative solution to every problem that can be found.

Mission Statement

OSA inspires its students to find their unique, creative voice through intensive study of the arts and a challenging academic program that generates critical thinking and deep analysis. Graduates are prepared to excel in specialized art schools, as well as in any field at the college or professional level.

Vision Statement

OSA will give the world generations of socially aware graduates: profound thinkers, innovative problem-solvers, and ground-breaking artists who demonstrate the essential value of the arts and creativity in all that we do.

OSA Diversity Statement

Oakland School for the Arts is an artistic and intellectual community founded on diversity and inclusion. OSA embraces differences in culture, race, ethnicity, gender expression & identity, sexual orientation, Specific Educational needs, ability, socio-economic status, religion, nationality, immigration status, age, body type, and the many forms of life experience present in our community. All OSA stakeholders will promote these core values in practice and behavior.

Education Records and Student Information (AB 711/493)

OSA is pursuant to the Education Code laws regarding Education Records and Student Information, which states that if a school district, charter school, or county office of education receives government-issued documentation demonstrating that a former student's legal name or gender has been changed, they shall update the former student's records to include the updated legal name or gender. If requested by the former student, OSA shall reissue any documents conferred upon the former student with the former student's updated legal name or gender. Documents that may be reissued by OSA include, but are not limited to, a transcript, a high school diploma conferred pursuant to Section 51410, a high school equivalency certificate issued pursuant to Section 51420, or other similar documents conferred upon the former student. This section does not require the school to modify records that the former student has not requested for modification or reissuance.

STUDENT RIGHTS AND RESPONSIBILITIES

Student-Bill-of-Rights

Students have the right to:

- A meaningful education that will be of value to them for the rest of their lives
- The maintenance of high educational standards and to have access to any proficiency tests adopted by the Board of Education
- Physical safety and protection of personal property such as safe buildings and sanitary facilities
- Consultation by appointment with teachers, counselors, and administrators
- Free election of their peers in the student government and the right to seek and hold office
- Notification of the rules and regulations to which they are subject
- See their own personal files, cumulative folders, transcripts, student affairs files, etc., in conformity with provisions as laid out in the CA. State Ed. Code (Sec. 49061-49078).
- Be involved in school organizations if they so desire without being subject to discrimination on any basis, provided they meet with the reasonable qualifications of sponsoring organizations
- Appropriately present petitions, complaints or grievances to school authorities and to receive prompt authoritative replies regarding the disposition of their petitions, complaints or grievances
- Hold their own beliefs without penalization from school, provided those beliefs do not violate the rights of others

OSA Student Freedom of Speech

We recognize and support state Education Code laws regarding student freedom of speech, which states in part that pupils of the public schools, including charter schools, shall have the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities, except that expression shall be prohibited which is obscene, libelous, or slanderous. Also, prohibited shall be material that so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school.

Foster and Immigrant Youth Policy (AB 1319)

Oakland School for the Arts recognizes and supports state Education Code laws regarding the education of foster and mobile youth, which states in part that local educational agencies must allow a student who is a migratory child to continue attending their school, regardless of any change of residence of the student for the duration of their status as a student who is a migratory child. For a student whose status changes as a student who is a migratory child during a school year, OSA will comply with either of the following, as applicable:

(A) If the child is enrolled in grades 6-8, OSA will allow the student to continue their education through the duration of that academic school year.

(B) If the child is enrolled in high school, OSA will allow the student to continue their education through graduation.

Code of Conduct

Guidelines for student behavior at OSA are based on our intended student outcomes of personal and social responsibility, effective communication and critical thinking. We strive to foster a community atmosphere of respect and cooperation.

Above all, OSA is a learning community. In order to fulfill this goal, OSA students must understand and follow the basic rules listed below:

I WILL...

- Be prompt, prepared to work, and actively participate in my educational process.
- Follow the class rules established by each of my teachers.
- Adhere to the school dress code while on campus and during school activities.
- Promptly clean up after myself and not litter so that the space that we share will remain neat.
- Be respectful of my peers and adults and learn to disagree without being hostile or confrontational.
- Keep all electronic devices turned off and stored while in class or during off campus school activities.
- Inform the school administration in writing of any medication, prescription, or non-prescription, which I must take.
- Use all technology provided by the school for educational purposes only.

I WILL NOT...

- Use profane language or make profane or sexually suggestive gestures toward students, faculty and staff members.
- Engage in any form of verbal or physical violence.
- Tag (graffiti), damage or deface any buildings or property and realize that my actions affect our access to facilities.
- Engage in the use, sale, distribution, possession or consumption of drugs (controlled substances), alcohol and tobacco products before, during, or after school, field trips, or performances.

Student Leadership

All OSA students are eligible to be members of OSA's Student Leadership Teams. The school reserves the right to dismiss officers for disciplinary reasons. Students may seek the following positions: President (high school only), Vice President (high school only), Student Representative to Board of Directors, Secretary, Treasurer and Class Representatives. Students are elected into these positions by their peers and are expected to remain committed to serving the best interests of the peers they represent.

Student Needs/Emergencies

From time to time students will have emergencies at school. Any adult in the school will assist students when needed. The main contacts for students are: School Assistant Principal and the Dean of Students.

Student Organizations and Clubs

Student organizations provide students with opportunities to take on leadership positions. Organizations are student-initiated with a faculty advisor. To start an organization, students must submit a written proposal to the school administration. All student clubs are approved by the Assistant Principal.

Student Records--Access

Students and parents have access to their OSA files at all times. Requests to review records should be submitted to the appropriate grade level counselor.

Student Incident Reports

A safe and civil environment is needed for students to learn, develop their artistic talents, and to promote positive community at OSA. The school incident report should be prepared as close as possible to the time of the incident - preferably on the same day. In the event any non-minor incident is reported by the student, visitor, or parent after the event has occurred, a report should still be prepared as soon as possible. If you feel like you or your student has been part of an incident per handbook review, the Student Incident Report is available online and in the office of the Assistant Principal, Dean, and Counselors.

ENROLLMENT: AUDITIONS & TRANSFERS

Oakland School for the Arts is chartered by Oakland Unified School District (OUSD). As a free public charter school, OSA is open to all students regardless of factors such as race, color, creed, political affiliation, religion, sexual orientation, gender, gender expression, national origin, home language, English proficiency, academic history,

academic preparation, special needs, disability, home living situation, immigration status, citizenship, parental/guardian marital status, etc. We are an artistic and intellectual community founded on and committed to diversity and inclusion.

Students are entered into OSA's enrollment lottery based on an audition (described below). The audition is designed to identify students with demonstrated interest, aptitude and potential in one of ten art forms. The audition only evaluates artistic skill & potential. Academic grades or aptitude are not a factor. We do not look at the grades of an auditioning student. We will only ask for a transcript *after* a student accepts an offer of admission.

OUSD requires that OSA maintain a level of service to Oakland residents. Therefore, Oakland residents are granted preference in the lottery.

Campus Tours:

Tours take place twice a month. Our campus visit program lasts approximately two hours, and features a parent-led information session. Reservations are required for all Campus Tours, and the number of attendees per family is limited to two. Due to the high level of interest in OSA, we are only able to offer tour slots to students and parents/guardians who are currently in 5th-11th grade.

The Audition Process.

OSA is organized into pathways and sub-pathways as follows:

Pathway: Digital, Visual, and Media Arts (DVM)

Sub-pathways: Digital Media, Fashion Design, Literary Arts, Production Design, Visual Art

Pathway: Performing Arts (PA)

Sub-pathways: Dance, Instrumental Music*, Theatre**, Vocal Music

* = Audio Production & Engineering is part of our Instrumental Music sub-pathway and has its own audition. It's only open to high school students.

** = Students auditioning into the Theatre sub-pathway for high school must audition into a major (Acting, Musical Theatre, or Playwriting & Play Development). A student can audition for as many as they want and is placed in one if accepted to OSA.

Auditions for OSA take place in January and February. Students choose either the January or the February audition. They may not do both. Students begin the audition process by submitting an application. All information on the application must be complete, current, and accurate. The parent or guardian must sign the application in order for the student to audition, unless that student is 18 years of age or older. After receipt of the application and verification that all documents are complete, OSA informs the student of their audition date and time. All applicants must have an appointment. Students may audition for up to two (2) of our arts pathways. When a student is enrolled at OSA, they are enrolled in one arts sub-pathway. They may not double-major.

The Audition

All applicants audition before a panel of OSA staff and local professional artists. Applicants are evaluated against a standard of artistic potential. They do not compete 'against' each other. While the panel members may talk to the applicant about the audition, such an interview is not scored. Letters of reference and personal statements/application essays are not accepted and, if submitted, will not be read.

All work presented at auditions must be entirely produced by the student auditioning. Each arts program lists its audition requirements on the OSA website at: www.oakarts.org/enrollment/audition-requirements

Lottery-Based System

Students are scored on their audition, falling into one of three categories: *Exceeds Expectations*, *Meets Expectations*, and *Does Not Meet Expectations*. Students who fall into this last category are automatically sent a letter denying them admission. Students in the *Exceeds* and *Meets* categories are then entered into an enrollment lottery, one for

each category. Enrollment is based on (a) space in a particular grade level overall and then (b) space in a particular arts sub-pathway. Students are selected, starting with *Exceeds*. If after drawing all of the names from that category, the grade level and arts sub-pathway still have space, we start drawing from the *Meets* category until all slots are taken.

Students who are not offered enrollment because of space limitations are given a waitlist number (starting with #1). As accepted students decline enrollment, or existing students exit the school, we will offer waitlisted students admission based on the factors already described. There is nothing a student or family can do to improve a student's waitlist number. OSA applies no evaluation at all in the selection of the next student. An offer is made simply based on who is next in line.

OSA keeps the wait list active until the end of Semester 1. After Semester 1 has finished, OSA does not enroll additional students. Interested applicants must reapply each year if they are interested. OSA does not carry the waitlist over from year-to-year.

Notification

The results of the audition are mailed within two to four weeks of the February audition date. Applicants are offered a place in the school, placed on the waiting list, or denied admission

Transferring Between Arts. If a student wishes to transfer into another arts sub-pathway, they may petition to do so. A student must fill out a Change of Major form and submit it to the Director of Enrollment. The student must then complete an audition. If the student petitioning to transfer has met the induction criteria, they will be offered enrollment. Transfer auditions will take place on an announced date (typically the first Monday in February). A transfer audition slot will be granted to a student who has completed the Change of Major form and submitted it to the Director of Enrollment by the announced deadline (typically due the last school day in January). The student will receive a confirmation email from the Director of Enrollment. If a student does not have access to email after school hours, they should inform the Director of Enrollment to ensure that they receive their audition information during school hours. The student must then complete the audition, adhering to all of the requirements. They will be scored on the same rubric that is used during OSA's general auditions.

If a student completes the audition successfully, they will be offered enrollment in their new arts sub-pathway. Enrollment would begin the *following* academic year. The student must finish out the current year in good standing in their current arts sub-pathway before transferring. If a student does not audition successfully, they will remain enrolled in their current arts sub-pathway for the next academic year.

There is no limit to the number of times a student may apply to transfer. And there is no limit to how many arts sub-pathways a student can apply to transfer into at any one time. However, the audition timeline will not be altered for any students. Auditions outside of the official cycle will not be granted.

Student-Parent-School Orientation

A student-parent-school orientation is scheduled by the school administration for all newly enrolled applicants. The purpose of the orientation is to ensure that new students feel as comfortable as possible upon beginning school at OSA. A school official explains the school's goals, expectations, mission, and vision. During this orientation, detailed information about OSA's program is presented and the students and parents are given the opportunity to ask specific questions about OSA.

CURRICULUM

OSA offers a unique combination of a college-preparatory curriculum and an immersive arts education. OSA embraces pedagogical approaches that challenge students to think, communicate, and act with authority and accountability. Our standards-based middle school curriculum is designed to prepare students for our high school.

The high school college and career preparatory academic program meets the requirements for University of California and California State University admissions.

Linked Learning

As a certified Linked Learning Pathway school, OSA offers two arts pathways (Design, Visual, and Media Arts and Performing Arts) that integrate all other areas of the students' program of study. Linked Learning is founded on the following four principals: rigorous academics, technical skills, work-based learning, and personalized support. With these pillars as the foundation, our mission is to provide a sequenced program of study that will leverage the artistic engagement of our students to prepare all students for a range of industry and postsecondary opportunities and support them in accessing these opportunities.

Career Technical Education

Career Technical Education (CTE) is a key component of Linked Learning and prepares students to enter today's competitive workforce. CTE courses connect the California Common Core State Standards and CTE Model Curriculum Standards, preparing students for a successful high school experience, postsecondary options and the world of work. CTE classes are structured around Programs of Study (POS) that involve a non-duplicative, multi-year sequence of courses that supports and integrates core academic knowledge with industry specific CTE Model Curriculum Standards. These courses begin in high school and lead to postsecondary courses that culminate in an industry recognized certificate, credential or degree. For more information, please visit: www.ousd.org/linkedlearning or www.cde.ca.gov/ci/ct.

Pathways and Subpathways

Students audition into OSA into one of ten individual subpathways each housed under one of the two Linked Learning Pathways. Though students will have opportunities to access courses in other subpathways, most of their artistic experience, technical education, and career preparation will occur within their subpathway.

Design, Visual, and Media Arts (DVM) Pathway

Digital Media— Students study graphic design, digital video, photography, and filmmaking in addition to art theory, history, and criticism. Annual exhibitions include a photography show and a year-end film festival.

Literary Arts – Students study writing for print and online media, focusing on journalism and creative writing (fiction, poetry and non-fiction). This sub-pathway publishes a monthly online newspaper and regularly presents public readings of student work. Seniors write, design, and publish a capstone book.

Fashion Design - A diverse curriculum is offered for students in the fundamentals of fashion & costume design. Classes will include lessons in clothing construction, draping, millinery, FX makeup, costume history & fashion illustration. Students design and execute fashion collections and costumes for Theatre sub-pathway productions.

Production Design - Students study set design, lighting design, and sound design in a series of rotating units. Students regularly create and execute designs for events and productions from the Theatre sub-pathway and provide technical expertise on events produced by the Instrumental Music, Vocal Music, and Digital Media sub-pathways.

Visual Art – Students study painting, drawing, 3D art, sculpture, and installation. Students are offered regular opportunities to exhibit their work at OSA's White Box Gallery and in the OSA Main Building.

Performing Arts Pathway

Dance – The dance program emphasizes ballet and modern technique to prepare the student for the contemporary dance world. Guest teachers lead classes in world cultures and other dance forms. The year culminates in an all-department performance.

Instrumental Music - Students concentrate their study in music technology, theory and history, fundamentals of music appreciation, and performance. The sub-pathway is generally divided into jazz and classical programs, and students are offered a wide array of courses in music of various cultural traditions. Students are given regular opportunities to perform various repertoire and their own compositions.

Audio Production and Engineering - This program is housed within the Instrumental Music sub-pathway and is open to high school students. The program equips students with the skills and knowledge to perform, engineer and produce their own material and allows the time and space to create and explore various aspects of music production and sound design.

Theatre – Students are given significant exposure to a wide range of theatre arts. The middle school program is acting-based, but students can get introductory exposure to writing and musical theatre. Students in the high school program officially major in either Acting, Musical Theatre, or Playwriting and Play Development, enjoying a chance to get in-depth knowledge while also taking electives outside their major. A robust mainstage season and informal performances complement the classroom curricula.

Vocal Music – Students split their time between the fundamentals of music theory and applied music and in-depth, choir-based training in vocal performance. Students can also explore interests and talents in song composition and are offered chances to take elective courses in the Instrumental Music and Theatre sub-pathways.

Advisory

The OSA Advisory program promotes meaningful relationships between staff and students while providing academic support to students. Through weekly meetings with their advisor, students will experience a more personalized learning environment with a structure and set of practices for monitoring and encouraging academic and social/emotional progress and college and career readiness throughout high school. Each student, along with their advisor, develops an individualized student success plan to map out their educational path and set academic and personal goals.

Goals Across the Curriculum

The curriculum at Oakland School for the Arts is designed to provide students with the skills, knowledge, and professionalism to enable each student to:

- Be creative and innovative
- Develop techniques and skills that provide industry preparation in at least one artistic area
- Speak in their own artistic voices with authority
- Communicate effectively
- Develop and maintain a global perspective
- Satisfy college admissions requirements
- Creatively seek solutions
- Think in an interdisciplinary mode

OSA DIPLOMA REQUIREMENTS

English (4 years; 40 credits)

OSA offers English I, English II, English III and English IV. Honors and AP Courses are available for 10th-12th grade.

Math (Must pass Algebra I, Geometry and Algebra II)

OSA offers Algebra I, Geometry, Algebra II, Pre Calculus (Honors) and AP Calculus.

Social Science (3 years; 30 Credits)

OSA offers World History, US History or AP History and US Government, Economics.

Science (3 years; 30 Credits)

OSA offers Biology (Lab) and Chemistry (Lab), Environmental Sciences (H), and Physics (H). The State of California requires high school students to complete Biology and Chemistry or Physics.

Language other than English (2 years; 20 Credits)

OSA offers 3 levels of Spanish with Honors options and both French and American Sign Language through online city college partnerships. Students must complete two years of the same language or the college level equivalent

Arts (15 credits/semester)

In order for a student to graduate OSA with an arts pathway designation, students must complete a total number of credits which equals 15 multiplied by the number of semesters they attended our high school. If a student attended our high school for all four years, they must have 120 arts credits in order to graduate with an arts distinction on their transcript and participate in graduation exercises. As with an academic course, if a student fails an arts course, they must repeat it and recover those credits.

UC & CSU ADMISSION REQUIREMENTS

Graduating 12th graders wishing to qualify for regular admission to a California State University must have the following:

- Qualifying eligibility index comprised of the GPA and test scores from the SAT I or ACT;
- High school diploma, satisfactory GED scores or California Equivalency certificate;
- Satisfactory completion of the comprehensive pattern of college preparatory high school subjects.

Students applying for admission to a University of California campus must complete the 15 units of high school coursework (currently known as the A-G subjects) listed below. One unit equals two semesters in one academic year of study.

In addition, students must meet an eligibility index comprised of the SAT I (or ACT), the SAT II English, the SAT II Mathematics, and a third SAT II score.

- An alternative way to gain admission to a University of California campus is through the Eligibility by Examination Alone path.
- There is a third path titled "Eligibility in the Local Context" available for students entering the University of California system. For complete details, go the website: <http://www.ucop.edu/doorways>

A. HISTORY/SOCIAL SCIENCE

Two years required including one year of world history, cultures, and geography and one year of U.S. history or one-half year of U.S. history and one-half year of American government.

B. ENGLISH

Four years of college-preparatory English that include frequent and regular writing, and reading of classic and modern literature.

C. MATHEMATICS

Three years of college-preparatory mathematics that include all topics covered in elementary and advanced algebra and 2-and 3-dimensional geometry.

D. LABORATORY SCIENCE

Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology (which includes anatomy, physiology, marine biology, aquatic biology, etc.), chemistry, and physics. Three years recommended.

E. LANGUAGE OTHER THAN ENGLISH

Two years (three recommended) of the same language.

F. VISUAL & PERFORMING ARTS

One year, including dance, drama/theater, music, or visual art.

G. COLLEGE PREPARATORY ELECTIVE

In addition to those courses required in A-F above, one year (two semesters) of college-preparatory electives are required, chosen from advanced visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and language other than English.

ACADEMIC GUIDELINES AND COUNSELING

Academic Advancement

Students must pass each class with a D- 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 a summer school program at another school site or to make-up the course online. Parents and students are responsible for making such arrangements and for the cost of these online courses. The appropriate grade level counselor must approve make-up courses.

Academic Advising and Support

The school administration provides 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.

Course Add/Drop Policy

Students can add and/or drop courses without any marks on their report cards or transcripts in the first 2 weeks of the semester. Students who drop a class during week 3 of the semester will receive a "W" (withdrawal) and your grade at the time of the drop will remain on their transcript. Students who drop a class from week 4 through the end of the semester will receive a "W" and an "F" on their transcript.

Progress Reports/Report Cards

Progress reports will be mailed to families at the end of the first and third grading periods. Semester report cards will be mailed at the end of the fall and spring semesters. Interim reports can be viewed daily in PowerSchool.

Retention & Acceleration

OSA makes substantial effort to prevent retention and to advance students to the next grade. No student may be retained solely on the basis of a handicapping condition, as defined by State and Federal Special Education laws, without Individualized Education Program recommendation.

Academic Honesty

At OSA 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 at the teacher's discretion. Plagiarism may also result in a failing grade. 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 OSA, and those students caught will be disciplined. Continued incidents may result in course failure.

Performance Eligibility

Students must maintain a minimum of a 2.5 GPA and have no failing grades in arts or academic courses in order to participate in exhibitions and performances the next quarter. Additionally, students must attend academic classes on the day of performance unless an absence is excused. Students who are ineligible may be pulled from arts classes to focus on getting their grades into the passing range and above a 2.5. Students who improve within a time period agreed upon between arts and academic teachers have the opportunity to regain eligibility to perform.

Assessment: Grades

In each class, the teacher of record evaluates students. The teacher has ultimate authority in student evaluation and assignment of grades. Students are evaluated based on the following system:

A	93-100	C-	70-72
A-	90-92		
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C	73-76	F	0-59

Assessment: Placement

Students are evaluated upon admission to the school to determine proficiency levels in reading, math, foreign language, and writing. Students are also assessed in music theory as appropriate to their pathway. These assessments are used to indicate to the school appropriate class placement. These assessments are not in any way a consideration for admission.

Grading Policy

Each teacher shall file a course syllabus defining the grading standards for each of his/her courses. These syllabi will identify the criteria upon which each grade will be based, as well as the expectation for each grade. A copy of this statement will be given to students and their parents/guardians at the beginning of each semester and also will be posted on the OSA website.

Progress Toward Graduation

Students earn credits as they move through the curriculum and pass their coursework. Any courses for which a student does not receive credit must be made up through approved summer school or online coursework. Failure to make up these courses could prevent a student from graduating. The general standard for high school graduation from OSA is completion of A-G required courses and completion of the course requirements of one of our art pathways.

Modified Grading

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

From time-to-time, students may need accommodations or modifications to OSA's curriculum. This could be due to illness, disability, approved extended absences and other circumstances.

The following will apply in these cases:

- Accommodations: a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test. In these cases, the student will receive a grade based on their performance in the course, as would any other student.
- Modifications: a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attribute that provides access for a student to participate in a course, standard or test, and that does fundamentally alter or lower the standard or expectation of the course, standard or test. In these cases, students will receive a grade based on their performance in the course and will have a special designation marked as an asterisk on their transcript that will indicate the course was modified.

In both cases, courses will count for high school graduation. Colleges and universities often do not accept modified courses. This set of provisions is meant to give students and OSA the flexibility necessary to respond to unique situations and student/family needs. Decisions on these matters will be made by the relevant OSA administrator in collaboration with the student's family.

Incomplete Grades

In exceptional circumstances, a student may be allowed an incomplete grade. Any student assigned an incomplete grade must complete all course requirements within three weeks after the end of the grading period. If after that period the course is not completed or an extension is not granted, a grade will be recorded on the student's academic record.

On-Line Coursework

Students are expected to take all core academic classes and graduation requirements in classrooms with OSA teachers. Online classes must be pre-approved by an administrator from a list of accepted institutions that have been designated as 'A-G' eligible by the UC system. Students taking online classes being used for credit recovery may be able to utilize school computers when available and if the student has a Teacher Assistant (TA) period in which the teacher allows it. Early College Credit (ECC) work periods are also available for high school students. Students enrolled in an ECC section will be offered daily time, space, and computer access to complete online college credit courses. Courses must be approved by the appropriate grade level counselor and it is the responsibility of the student/family to monitor progress and meet all appropriate registration/drop deadlines.

Online Grading System

OSA Faculty utilize PowerSchool, an online grading system. Students and families will be given a password to access grades at any time. Families should access PowerSchool regularly.

Make-Up Work

Making up school work is a complicated issue due to the varying nature of assignments and projects. The general rule is that students will have the number of days that they were absent to make up missed work for credit. It is the responsibility of the family to contact teachers directly to obtain missed work. It is best to do this before the student's return to school. For planned absences (i.e., college visits, appointments, vacation) the expectation is that the student discusses a make-up plan with their teachers prior to the absence.

Course Registration

During the registration periods, all courses are filled on a first come, first serve basis. Grade level required courses will be pre-selected for all students. Students should read course descriptions carefully to verify that they meet any prerequisites for any courses. Students who do not meet prerequisites will be removed from that course. There is room to adjust schedules after the registration period is over.

Unscheduled Periods

Students who have free periods in their academic schedule must be assigned a TA period or modify their schedule with their Academic Counselor. No student should be unsupervised during the school day. Students with no scheduled first period should not arrive until the start of their first scheduled period.

Homework

Students are expected to turn in all homework assignments on time. It is the responsibility of the student's guardian to check Power School regularly to monitor completion of assignments. <http://powerschool.oakarts.org/public/>

Honor Roll and Valedictorian

Academic honors are bestowed upon students with a 3.5 grade point average or above in any given semester.

The Valedictorian of each graduating class of seniors will be the student with the highest grade point average of the students that attended OSA consecutively from 9th through 12th grade. The Middle School Valedictorian is the student with the highest GPA who has attended OSA for grades 6-8. In both cases all required classes must be completed for a student to be eligible for this honor.

Transcripts

To request an OSA transcript a parent/guardian must complete a Transcript Request Form. OSA transcripts include the following:

- Semester and Final Grades
- Discipline Record
- Honors

OSA will process all transcripts for college admission free of charge. In addition, OSA will process non-college-related transcripts per year free of charge. Please allow up to two weeks for processing.

Transfer of Records

The OSA Administrative Office manages all transferable student information. Student records shall not be withheld from the requesting district/school because of any charges or fees owed by the pupil or his/her parent (California Code of Regulations Title 5, Section 438c).

Academic Counseling

The Student Support Team members include the Assistant Principal, Dean, Mental Health Liaison and Grade Level Academic counselors to help ensure a successful and fulfilling experience at OSA. OSA has created grade-level plans to assist students in understanding grade-level required courses and elective options available on the OSA website.

Wellness Counseling

Students can request to meet with an OSA advisor/administrator for emergency or non-emergency services.

While OSA will make every effort to include parents/guardians before, during, and after the referral process for counseling, California State law DOES allow students over the age of 12 to have access to the following health services with or without parental consent:

- Diagnosis and treatment of sexually transmitted diseases
- Pregnancy testing, contraceptives and referral for pregnancy options, counseling & prenatal care
- Crisis mental health counseling

In the event that an OSA student seeks counseling services that meet the above provisions, OSA may choose to provide confidential counseling services as permitted by state law.

While OSA will make every effort to encourage the student to communicate with his/her parents/guardians, the minor's right to confidentiality will be respected, EXCEPT in the following instances:

- Emergency situations when danger to life is imminent
- Threat of suicide
- Threat of homicide
- Issues of physical, sexual or emotional abuse

ATTENDANCE

Absences

The school operates from the position that students are enrolled because of their desire to be a part of the organization. Absences affect student performance, as well as the organization of school activities. Students are expected to provide written documentation through email or handwritten note from a parent/guardian indicating the reason for the absence within 3 school days of their return to school. Emails can be sent to attendance@oakarts.org and notes should be submitted to the Main Office. *It is the responsibility of the family to contact teachers directly to obtain missed work.* All absences will be recorded in PowerSchool. Students will not receive credit for work if an absence is not reported.

Instances of **chronic absence** (missing 10% or more of school days with or without an excuse) or **truancy** (missing 30 minutes or more of class without parent excuse on 3 or more occasions) will result in referral to the Student Attendance Review Team (SART). The SART will meet on a monthly basis 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. Instances of chronic absence and truancy will result in a letter home and a SART meeting with the student and family to analyze barriers to appropriate attendance and create a support plan to ensure improved attendance. A second letter home in a school year will result in a revisiting of the support plan and mandatory attendance training for students and families. A third letter home regarding either chronic absence or truancy will result in the family being referred to the OUSD Student Attendance Review Board (SARB) to determine appropriate next steps.

At the discretion of arts teachers, repeated absences may render the student ineligible for school performances, presentations, and exhibits.

If a student accrues 15 consecutive absences with no communication to the office, the student may be disenrolled from OSA.

The following are considered valid reasons for student absences or tardiness:

- Personal illness or injury (or that of a child for whom the pupil is custodial parent) – A doctor’s note may be required for extended illness
- Students who leave school to obtain confidential medical services
- Quarantine directed by the Department of Public Health
- Medical, dental, optometric or chiropractic appointments or treatment (please schedule outside of school hours where possible)
- Attending a funeral service
- Jury Duty as required by law (18 years of age or older)
- Appearance in court
- Observation of a holiday or ceremony of his/her religion
- Family emergency

Tardiness

Any student who arrives at school or class after the bell has rung or after the start of the day and/or class, will be marked “Tardy.”

Students arriving to any class more than fifteen (15) minutes late will be marked “Tardy-Absent” and may not be allowed to make up missed work.

All tardiness will be recorded in PowerSchool.

Tardies may affect the course grade, however there will be opportunities to make up all missed points each week through our lunchtime work recovery program.

Extended Absences

Extended absences during the school year are discouraged. If there are extenuating circumstances parents must contact the assistant principal to make appropriate arrangements and provide a doctor's note for documentation. The school reserves the right to require enrollment in summer school and/ or online courses to complete missed coursework. If a student is unable to complete necessary makeup work, he/she may not be promoted to the next course level.

Leaving School Early/Removing Students from Class

Parents are strongly discouraged from taking students out of school early. Those students who need to leave school early should submit a request in writing to the main office. The parent or pre-approved designee should pick the student up from OSA. With proper authorization, the student or an administrator may sign them out of school. If a student becomes ill at school, he/she may be excused to go home and, with proper authorization, the student or an administrator may sign them out of school.

At the discretion of arts teachers, repeated early dismissals from school may render the student ineligible for school performances, presentations, and exhibits.

Off Campus Lunch: Tardy/Tardy-Absent

High School students who go off campus for lunch are expected to return to the campus in time for their next class. Students who are tardy for their after lunch class may lose off campus privileges and be referred to the SART.

Attendance and Graduation Exercises

A student is expected to attend *all* scheduled courses in the second semester of their senior year, including their arts sub-pathway courses. In order for a senior to be eligible to participate in the graduation ceremony.

DISCIPLINARY GUIDELINES AND RESTORATIVE PRACTICES

The goal of the OSA discipline program is to ensure that student behavior supports an environment in which academic achievement and artistic excellence can flourish. OSA staff will communicate these expectations regularly at student meetings and assemblies. Our application of “discipline” is not simply intended to deliver punishments for breaking rules, it is founded on the practice of community building, self-assessment, and self-discipline.

The assumption is that most minor disruptive behavior and consequences are handled by the classroom teacher, and that students are referred to the Dean or Assistant Principal when they do not meet classroom expectations and procedures.

Restorative Practices at OSA

Restorative Practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community. Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Some Restorative Practices used by teachers (this list is not all-inclusive):

- Conference with student
- Phone call home
- Parent conference
- Move a student’s seat
- Meeting at lunch
- Staying after class
- After school detention
- Conference with Dean/Principal
- Confiscation of electronic device

Some common consequences used by the Dean or Principal are (this list is not all-inclusive):

- After school/Saturday detention
- In school suspension
- Parent conference
- Behavior Improvement Plan
- Student Contract
- Community Service Hours
- Restorative Circle

Grounds for Disciplinary Action

All students are subject to disciplinary action when involved in any of the acts listed below while the student is on school grounds or at a school activity, during lunch time (on or off campus), or while the student is going to or coming from school, home, or a school activity.

The following are grounds for any disciplinary action:

- Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, or any other school personnel in the performance of their duties
- Engaging in a direct or indirect verbal or digital assault that leaves any member of the community feeling demeaned, degraded, or at risk for further assault or taunting
- Causing, attempting to cause, encouraging others to cause, or threatening to cause, physical injury to another person or themselves

- Use of racial, sexual orientation/identification or slurs and/or derogatory language toward or about other's physical, mental or emotional ability status
- Habitual tardiness
- Violating classroom rules established by teachers
- Committing an obscene act or engaging in profanity or vulgarity
- Intentional deception (i.e. cheating, plagiarism, or forgery)
- Cutting classes and/or school activities and leaving class or campus without authorization
- Possession or distribution of lewd or obscene images/material
- Inappropriate, excessive public displays of affection
- Violation of the Computer Use Policy
- Sexual harassment of any kind
- Sexual misconduct, consensual or not
- Violation of the Dress Code
- Unauthorized use of electronic devices
- Gambling
- Vandalism and property damage
- Theft, robbery, burglary
- Truancy

Anti-bullying policies

- Report acts of bullying to the Dean of Students or School Counselors
- An investigation process and possible disciplinary action will begin after the student report is completed.
- Students and families are prohibited from retaliation against anyone who reports suspected bullying

Bullying Prevention Policy is also available on the OSA website.

Additionally, the following may result in suspension or expulsion from OSA:

Behavior

Any behavior constituting a clear and present danger to the lives, safety, or health of students or school personnel

Violence

Willfully using force or violence upon another person that results in a serious injury.

Distribution of Controlled Substances

The offering of controlled substances for use by another person, whether or not money has changed hands

Weapons & Contraband Possession/Distribution

- Possessing, selling or otherwise furnishing any firearm, knife, explosive or other dangerous object

Property Violation/Damage

- Stealing or attempting to steal school property or private property
- Knowingly receiving stolen school property or private property
- Graffiti (including possession of spray cans or markers)
- Unauthorized use of school keys
- Possessing or attempting to explode or ignite a destructive device, explosive, fireworks, or firecracker
- Trespassing
- Arson

Harassment/Assault

- Committing or attempting to commit robbery or extortion
- Causing or attempting to cause damage to school property or private property
- Committing or attempting to commit sexual assault or committing sexual battery
- Harassing, threatening or intimidating a pupil who is a complaining witness or witness in a disciplinary proceeding for the purpose of preventing the pupil from being a witness or retaliating against the pupil for being a witness, or both
- Cyberbullying or harassment through social media
- Committing sexual harassment
- Causing, attempting or threatening to cause hate violence
- Intentionally engaging in harassment, threats or intimidation against another pupil which is severe enough to disrupt the other pupil's class work or creates substantial disorder, or invades the rights of a pupil or a group of pupils by creating an intimidating or hostile educational environment; bullying
- Making terrorist threats against school officials or school property
- Hazing

Discrimination, Harassment, Intimidation, or Bullying

Oakland School for the Arts prohibits unlawful discrimination against any protected group as identified under Education Code 200 and 220, and Government Code 11135, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Title 9, and AB 9: Seth's Law. The Governing Board prohibits unlawful discrimination, harassment, intimidation, or bullying based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school under the jurisdiction of Oakland School for the Arts. Violation of this policy is grounds for any disciplinary action.

Process for receipt and investigation of complaints regarding discrimination, harassment, intimidation, or bullying:

- If school personnel witness an act of discrimination, harassment, intimidation, or bullying, he or she shall take immediate steps to intervene when safe to do so.
- Complaints lodged by students, parents, or staff will trigger an investigation by the school principal or his/her designee. A decision or report will be communicated to the complainant within 60 calendar days from the receipt of the complaint. The 60-day timeline may be extended with written agreement of the complainant. The investigation will be conducted in accordance with Section 4600-4695.
- Oakland School for the Arts prohibits any form of retaliation against any complainant or witness in the complaint process, and will take necessary steps to ensure that the identify of the complainant(s) and witness(es) alleging discrimination, harassment, intimidation, or bullying will remain confidential, as appropriate.
- If the complainant disagrees with the school's resolution, he or she is entitled to an appeal. Appeals may be made to the school principal.

Authority

The Executive Director shall have the ultimate authority to determine appropriate disciplinary action. Direct appeals go to the OSA Board of Directors.

In-School Service

As part of the school's disciplinary program, students may be required to complete assigned tasks on campus to benefit the school community.

Detention

When a student is assigned a detention they are to report to the designated faculty or staff member where they will work on assigned tasks.

Suspension

When suspended, students are denied the right to attend classes and any school-related activities, or to access the campus for the designated period of time. Parents may be required to participate in a conference with school administration prior to the student's return to school. In the case of short suspensions, and/or first time suspensions, this could take place as a phone conversation. For longer term or repeat suspensions families will be required to meet in person with a school administrator before the student will be allowed to return to the campus. This conversation will include a specific discussion of the student's offense and the terms of the contract the student may be asked to sign prior to returning to the school. The time allowed to make up missed work will be equivalent to the length of the suspension. For example, a student suspended from school for three (3) days must make up missed work within three (3) days of his/her return to school. Students are required to complete all assignments and tests missed during any period of suspension.

Behavior Improvement Plans

Behavior improvement plans may be used when a student has repeatedly broken school rules and needs to be monitored by a school administrator. Families will be part of the development of the contract. Such plans may include certain stipulations that the student will be required to meet. Failure to follow the guidelines of the plan may result in loss of school privileges as well as restrictions on performance privileges.

Emergency Situations

A student may be suspended without a conference if the Principals or designee determines that an emergency situation exists. An emergency situation is defined as a situation determined by the Principals or designee to constitute a clear and present danger to the lives, safety or health of pupils or school personnel. In such situations, the school also reserves the right, with or without contacting parents, to notify local police and allow them to proceed as they deem necessary. If a pupil is suspended without a conference prior to suspension, both the parent/guardian/caregiver and the pupil shall be notified of the pupil's right to such a conference and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

Expulsion and Disciplinary Hearings:

Violations of the OSA behavior policy will be handled by the school administration, specifically the Assistant Principal and/or Dean of Students. When discipline is warranted that reaches the level of suspension or expulsion, OSA will develop written reports and statements that will be delivered to the family at a formal meeting, which shall also include the student. Students who have been removed from the educational environment for any reason shall be provided with academic work and will be given full credit for completed work. This exclusion will be at the discretion of the Executive Director of the School.

Should a situation occur that reaches the level of expulsion as defined in the student handbook, the Executive Director will prepare a report that will be presented to the OSA Board of Directors in a closed session at the first available board meeting. The OSA Board will make the final determination regarding the disposition of the student. Oakland Unified School District will be informed of the outcome of any such hearing.

Prior to suspension and/or expulsion, the student and the student's family will be provided with full due process. This means having the opportunity to communicate any information regarding the incident to the school authorities undertaking the investigation, access to all materials and documents related to the case, and full knowledge of all procedures put into motion and the possible outcomes of those procedures. Due process shall also include written notice of the specific circumstances surrounding any disciplinary action and the opportunity to respond to any allegation. Prior to the formalization of any suspension or expulsion proceeding, the student and the student's family will have the right to meet with the Executive Director of the school and/or the Director's Designee. Student and parent will have the right to inspect all evidence related to the allegation. The burden of proof will be on the school to present evidence that demonstrates a specific rule or provision has been violated. Notice shall be assumed implicit where the violation is of such egregious nature that it breaks state or federal law or recklessly endangers the safety of the school, the students or the OSA staff.

Student/Family Notification Requirements

Each stage of a disciplinary proceeding requires timely notification of student/family:

Notice of Suspension:

Written or verbal notice informing the student/family of the student's name, date of offense, offense, and length of suspension.

Notice of Extension to Suspension Pending Expulsion -- If the school decides to pursue an expulsion, written or verbal notice informing the student/family that the student's suspension has been extended until the hearing date.

Notice of Expulsion Hearing -- Written notice which informs the student/family of the time, date and location of the expulsion hearing as well as their due process rights and their right to appeal the scheduled date. The charter school will provide the notice of expulsion to the OUSD Office of Charter Schools (OCS) at the same time as family notification so that an OCS representative may attend the hearing.

The Notice of Hearing shall include, at a minimum: ● The date and place of the hearing ● A statement of the specific facts and charges upon which the proposed expulsion is based ● A copy of the school's disciplinary rules that relate to the alleged violation ● Notice to parents of their obligation to inform a new school district in which the student enrolls of his or her status with the charter school (Education Code section 48915.1(b)) Notice of Decision/Expulsion -- A written document which informs the student/family of the outcome of the expulsion hearing. If the student has been expelled, the notice should include all elements outlined in the Expulsion Documentation Requirements section of this policy.

The recommended practice for OUSD-authorized charter schools is to provide student/families with a notice of expulsion hearing no less than 10 calendar days prior to the hearing and to conduct the expulsion hearing within 30 days of the expellable offense, barring an extension mutually agreed upon by student/family and school.

Discipline matters that involve students with IEPs or 504 plans shall conform to all applicable state and federal laws. Fair hearing practices and mediation processes, where appropriate, will be adhered to. Student Study Teams and IEP Teams may be involved in this process as well in order to determine how to best meet the needs of the student and family while still following applicable laws and regulations related to discipline violations.

Disciplinary Records

The State of California requires the school to specifically identify each suspension or expulsion of a student, by the offense committed, in all of the student's appropriate official records. This record must be sent to any school in which the student subsequently enrolls. The State also allows for the suspension of any order to expel for a period not more than one calendar year, as well as the expunging of records provided that the student successfully completes a rehabilitation program that is deemed appropriate by the school Principal.

Law Enforcement and Social Services

Upon presentation of proper identification to the Principal or designee, police officers and social workers have the authority to remove students from school premises. OSA staff shall take immediate steps to notify the parent or relative of the minor regarding the release of the minor to the officer or social worker, and the place where the minor is reportedly being taken, except when a minor has been taken into custody as a victim of suspected child abuse. In those cases, the school official shall provide the police officer or social worker with the address and telephone number of the minor's parent.

Due Process Rights

In applying the discipline policies, all school staff members are expected to treat all students in a consistent, fair and equitable manner and to assure due process for all students. Parents and students have the following rights:

- Be informed of the policies and rules governing student conduct and discipline
- Be informed of charges of misconduct and the evidence used as a basis for the charges

- Present his/her version of the facts and any supporting evidence or testimony to the appropriate school administrator
- Have a conference with school staff
- Be notified in advance of any disciplinary hearings
- Call witnesses, and appear and be represented in disciplinary hearings

Liability for Damages and Losses

Parents or guardians are liable for all the damages caused by the willful misconduct of their minor children that result in damage or injury to school staff, volunteers, students or property. OSA may withhold from students and parents the grades, diplomas or transcripts of the student responsible until such damages are paid or the property is returned. Restitution could include voluntary work/service to the school in lieu of monetary payment.

Prevention of Injury

A school employee may use an amount of force that is reasonable and necessary to quell a disturbance threatening physical injury to a person or damage to property for the purpose of self-defense or to obtain possession of weapons or other dangerous objects within the control of the pupil.

OSA SEXUAL MISCONDUCT POLICY SUMMARY 2020-2021

In partnership with Bay Area Women Against Rape (BAWAR), OSA is currently revamping a comprehensive Sexual Harassment and Teen Dating Violence policy. Additionally, more information on the effect of the recent Title IX rules on OSA’s policy is forthcoming.

OSA SEXUAL MISCONDUCT STATEMENT

Oakland School for the Arts (OSA) is committed to creating and sustaining an educational environment in which students, faculty, and staff can thrive in an atmosphere that is open, healthy, safe, and supportive. In alignment with this commitment and in interest of adhering to federal and state law requirements, OSA aims to establish an environment where there is no tolerance for sexual misconduct and sexual violence as these types of actions are damaging and traumatic to the victims and have no place in our school community. OSA will take any and all action needed to prevent, correct, and discipline behavior that violates this standard of conduct. Due diligence will be used to ensure the disciplinary review and any appropriate action be taken as expeditiously as possible. OSA will make diligent efforts to educate students in regards to sexual misconduct, train staff in appropriately addressing sexual misconduct, and provide assistance and support to victims of sexual misconduct in a consistent and sensitive manner. This policy is applicable regardless of sexual orientation and/or gender identity of individuals engaging in sexual activity.

TITLE IX AND SEXUAL HARASSMENT

As of 2020, Title IX of the Education Amendments of 1972 defines sexual harassment by three types of sexual misconduct:

- Any instance of quid pro quo harassment by a school’s employee
- Any unwelcome conduct that a reasonable person would find so severe, pervasive and objectively offensive that it denies a person equal educational access
- Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

These acts, when reported, will trigger Title IX investigations by the OSA administration in accordance with federal law. Forms of sexual harassment not listed here may still be investigated by the OSA administration in accordance with California state law and OSA’s sexual misconduct policy (see below).

WHAT IS SEXUAL MISCONDUCT?

Examples of types of conduct which are prohibited by OSA and which may constitute misconduct include, but are not limited to:

- Unwelcome leering, sexual flirtations, or propositions.
- Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
- Graphic verbal comments about an individual's body, unwanted sexual comments or questions, or overly personal conversation or computer-generated images of a sexual nature.
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class or activity.
- Massaging, grabbing, fondling, stroking, or brushing the body.
- Touching an individual's body or clothes in a sexual way.
- Impeding or blocking an individual's movements or any physical interference with school activities when directed at an individual on the basis of sex or gender expression.
- Displaying sexually suggestive objects.
- Sexual assault, sexual battery, or sexual coercion.
- Sexual violence which is the perpetration of a sexual act on a person without their affirmative consent.
- Electronic communication containing comments, words, or images described above.

WHO DOES THE POLICY APPLY TO?

- Harassment by students
- Harassment by administrators/teachers/staff
- Harassment by volunteers or school visitors

REPORTING SEXUAL HARASSMENT OR MISCONDUCT

Any student who believes that they have been subjected to sexual harassment by another student, an employee, or third party who has witnessed sexual harassment is strongly encouraged to report the incident to a teacher, an administrator, or other available school employee.

Title IX Coordinator Lori Cheatham: lcheatham@oakarts.org

Assistant Principal Katy Zaugg: kzaugg@oakarts.org

Principal Mike Oz: moz@oakarts.org

DISCIPLINARY ACTIONS

Staff: a substantiated charge against an employee or agent of OSA shall subject such employee or agent to disciplinary actions which may include but are not limited to verbal warnings, letters of reprimand, transfers, suspension with or without pay, and dismissal.

Student: Upon investigation of a sexual harassment complaint, any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. Restorative Practices will be implemented when possible. For students in grades 6-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account. A substantiated charge against a student shall subject that student to disciplinary actions which may include but are not limited to verbal warnings, reprimands, counseling, suspension, or expulsion, consistent with the State Education Code and this handbook. (cf. 5144 - Discipline) (cf. 5144.1 - Suspension and Expulsion/Due Process) (cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

GENERAL GUIDELINES

Alliance of Parents and Teachers (APT)

The APT will be headed by officers elected by the parent body to serve as Chair, Vice-Chair, Secretary, Treasurer, Department Representatives (one per art school), and Volunteer Coordinator. Elections will be held annually. In addition, these elected officers shall appoint one designee to serve as the parent liaison to the OSA Governing Board. APT meetings will be regularly scheduled and will be open to all parents (www.aptosa.org).

After School Supervision

At the end of the school day, all students must leave campus or be in a supervised activity such as tutoring with a teacher or designated adult or be in a rehearsal. For safety reasons, students are not allowed to remain on campus unsupervised.

Automobiles

Students using an automobile to drive to school are not allowed to operate their automobiles during the school day (including off-campus lunch). Students may only transport other students to or from school with the express written permission of an authorized parent/guardian. Students driving automobiles to campus are encouraged to work out parking solutions in advance, as they will not be allowed to leave campus during the school day to pay parking meters.

Books and Supplies

All books and supplies furnished by OSA will remain school property. Parents will be billed for lost and/or damaged books and supplies. Additionally, students will be responsible for providing personal supplies, such as paper, notepads, 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 submit a list of all required materials at the first class meeting. Unpaid debts will result in loss of Power School access.

Cell Phones and Electronic Devices

Students are allowed to bring electronic devices onto campus; the school is not responsible for the safety and security of these items. Cell phone use during class time is prohibited unless specific permission is granted by the teacher. Cell phones in use during class time without permission are subject to confiscation and will be returned directly to parents at the end of the school day. Students are not encouraged to bring personal computers, tablets or e-readers to campus. Students will not be given WIFI network access for their personal devices. 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 (510-873-8800).

Campus Status

Upon arrival at school, students may not leave until the school day concludes unless signed out by an authorized parent or guardian. There is an exception for high school students during lunch and free periods during the academic portion of the day. Students going off-campus must follow all school rules and return to campus in time for their next class. Failure to meet these requirements will result in the forfeiture of this privilege.

Bathroom Policy

Students will be permitted to use the restroom after the first ten minutes of each class period or during any passing period. Students should use the bathroom pass lanyard provided, and are not permitted to take phones with them to the restroom.

Computer Use Policy

Computers and network resources are provided to enhance the educational opportunities for students. Students may ONLY use these resources to complete class-work specifically assigned by an OSA instructor. Any additional use of the computer must be for the enhancement of the student's education AND must be approved by OSA administration.

Network resources refers to all aspects of OSA's owned or leased equipment, including computers, printers, scanners and other peripherals, email, Internet services, servers, network files and folders, and all other technology related equipment and services.

Students may NOT:

- Create, send, access, or download material, which is abusive, hateful, harassing, or sexually explicit
- Download, stream, exchange, or listen to internet -based music, video, and large image files not required for schoolwork, (the network will be monitored for violations)
- Alter, add, or delete any files that affect the configuration of a school computer
- Conduct any commercial business on OSA computers or the OSA network
- Engage in any illegal activity
- Install any software onto OSA computers
- Copy OSA software
- Break security or attempt to break security, on any computer network
- Eat or drink while using any OSA computing resource
- Take computers off site
- Give out home addresses or phone numbers to anyone on the internet
- Give passwords to anyone
- Post anonymous messages
- Forward email commonly known as "SPAM" or "junk mail"
- Impersonate any other person (e.g. OSA staff, faculty, or student) in email, fax, print, or any other form of communication
- Share computers with other students unless specifically authorized by faculty or administration
- Leave OSA laptops unattended

OSA reserves the right, at its sole discretion, with or without notice, to discipline students who violate the computer use policy, and to suspend or terminate service provided to any student if the student violates computer use guidelines.

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 to not disrupt the educational experience. Clothing must be correctly sized; no overly tight or sagging clothes.

Accessories: 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.

Students who are in violation of the dress code will be loaned a change of clothes or sent home.

The OSA administration reserves the right to make adjustments to the Dress Code in the spirit in which the guidelines were drafted. The OSA administration will use their professional judgment in enforcing the dress code.

Drop-off and Pick-up

Students should be dropped off at school no earlier than 7:30 a.m. and NO LATER than 8:05 a.m.

All students are to be picked up on time – no later than 3:30 p.m. for grades 6-8, and 4:30 p.m. for grades 9-12 unless in an organized after school activity.

Emergency Contact

In the case of an emergency, students are to notify a teacher or administrator immediately. Parent contact information should always be current with the school. Information can be updated on Powerschool or by calling the front desk at 510-873-8800.

Emergency Procedures

OSA conducts regular emergency drills. During drills or a real emergency, the building must be evacuated swiftly, quietly and as orderly as possible via the designated exit route. Students and staff will use the nearest exit (either on 18th or 19th streets or Telegraph Ave.). Students and staff will assemble at the Uptown Park by class. Other information concerning student safety will be distributed, as appropriate. Emergency Evacuation Plans are posted in every classroom.

Family Contact Information

The OSA administration office must have students' and parents' current contact information on file at all times. Incorrect contact information can materially affect communication of essential school policies and activities as well as time-sensitive information.

Campus Maintenance

Students are expected to assist in maintaining a clean and organized environment. Students are expected to return all items to their proper places. Students are not allowed to eat on campus during class time without permission from classroom teacher. Food is only allowed on the second and third floors in supervised classrooms during lunch and breaks. Students are not permitted to eat in hallways.

Field Trips, Art Events and Off-Campus Trips

First-hand experience and observation are fundamental to the OSA 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, exhibits, etc.).

Some events, such as plays and concerts, will necessitate student attendance beyond the normal school hours. When attending any off-site school activity, the OSA disciplinary guidelines will be enforced

Immunization/Tuberculosis Testing

All students under the age of 18 must be immunized against specific communicable diseases. Students, prior to their admission to school, must have received immunization, unless provisions for exemptions have been made.

A student who fails to obtain the required immunization within the time limits allowed shall be excluded from school unless the student is exempt (Health and Safety Code 3385,3386 and 3389).

The OUSD Board of Education requires a Tuberculin Skin Test within 12 months prior to admission to school, unless provision for exemption has been made. A subsequent chest X-ray is required if the skin test is positive.

Lockers

Each student will be assigned a locker on campus. Students must provide a lock and all combinations will be kept on file with the administration. OSA is not responsible for items missing from lockers. All OSA student lockers may be subject to searches at any time. Students are not allowed to share or trade lockers unless instructed to do so by the school administration.

Lost and Found

The OSA facilities office will handle all lost and found claims. Unclaimed items will be donated to a charity, as determined by the administration, at the end of each semester. Lost and found is located in the Student Center.

Lunch Procedure

Students can either bring their own lunches or participate in the school lunch program. Free or reduced-priced lunches are available for students who qualify. High school students have the privilege of leaving campus during the lunch period. High School off-campus lunch is a privilege, not a right.

Off-campus privileges may be suspended or revoked at any time by the parent or school administration. Reasons for loss of privileges include, but are not limited to, academic standing and behavior.

Students in grades 6-8 must remain on campus during the lunch period.

By completing the Federal Free and Reduced Lunch form, families can help make OSA eligible for millions of dollars in grant money. Many state and federal grantors base up to 100% of their award process on the number of students eligible to receive free and reduced meals. Having more eligible students can mean the difference between a grant allocation sufficient to purchase a blackboard, or nothing at all, and a grant allocation that will allow OSA to furnish classrooms, upgrade laboratories, and renovate studios.

Medical

OSA administration can dispense medication to students only if the parent or guardian has completed appropriate documentation. Families should make an appointment with the school to discuss any medical conditions that require assistance or special accommodations. Legal requirements and medication issues will be finalized at that time. Under no circumstance should medication be shared among students.

Head Lice

Students will not be excluded from school if they have nits or head lice, as head lice are not a disease and do not carry any disease; nor should students with head lice stay home from school. Unnecessary absences can negatively impact students' ability to learn and succeed in school. Head lice are contagious, however, they are most readily spread by direct head-to-head contact. Schools are not a common place for the spreading of head lice, and head lice cannot fly, jump, or swim. If a parent or staff member believes a student has head lice, he or she may contact Health Services. A student who has nits or lice will be sent home at the end of the day with information to the parent on how to manage lice and a referral to the student's health care provider for assistance. Staff shall maintain the privacy of students identified as having head lice. For more information on head lice or its treatment, please contact the school office or call Health Services at (510) 273-1510.

Non-Discrimination Policy

Oakland School for the Arts and the Oakland Unified School District prohibit unlawful discrimination against or harassment of a person participating in any program, activity or employed by or seeking employment with the district on the basis of race, color, national origin, ancestry, sex (gender), marital status, sexual orientation, physical/mental disability, religion or age.

Parent-Teacher Conferences

All OSA teachers make themselves available outside their scheduled classroom time to meet with parents. Conferences can be arranged directly with the teacher or through the OSA administration office.

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. In addition to general parent meetings, arts department chairs will schedule monthly meetings.

Postings

The school administration must approve all postings on campus.

Residency Requirement

As a California public charter school, all students who reside in the state of California are eligible to apply for admission to OSA.

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 normal use of texts and other school property while actively enrolled in school.

Searches

The Principal or designee may, at any time, conduct a search of a student's person, school property, or vehicle when there are reasonable grounds for suspecting the presence of items dangerous to the well being of the student, or of the larger OSA community. The scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. While school authorities will respect the right of each student in the use of his/her locker, it shall be clear to all that lockers are the property of the school and are assigned to students for the purpose of storing school-related materials and items essential to the physical well-being of the student, as such, the Principals or designee may conduct locker searches at the Principal's discretion.

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.

Telephone Calls & Messages

All phone calls to OSA are received in the front office. Messages are promptly directed to the appropriate faculty and staff. Students may request use of school phones through the Front Office. In the case of emergency, please contact the Front Desk Staff at 510-873-8800 in order to deliver emergency messages to students.

Visitors

All visitors must enter on 18th st. and sign in and provide identifying information at the OSA Front Desk to 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 Principal before entering the campus. A student visitor must follow the OSA rules during his/her visit.

OSA has adopted measures for responding to outside visitors that avoids classroom interruptions and preserves the peaceful conduct of the school's activities consistent with OUSD guidelines and practices. No outsider - including immigration enforcement officers - shall enter or remain on school grounds without having registered with the Executive Director or designee, and without exigent circumstances necessitating immediate action such as a judicial warrant or court order that provides a basis for the visit.

NOTIFICATION OF THE UNIFORM COMPLAINT PROCEDURES

Uniform Complaints

Oakland School for the Arts has the primary responsibility for compliance with federal and state laws and regulations.

Non-formal complaints may be addressed to our Ombudsperson:

Randi Gallenson
ombuds@oakarts.org

We have established Uniform Complaint Procedures (UCP) to address formal allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs, the charging of unlawful pupil fees and the non-compliance of our Local Control and Accountability Plan (LCAP). You can access the complaint form by clicking on the following link: [Complaint Forms](#). More information about our Uniform Complaint Procedures are available on our website at www.oakarts.org.

Uniform Complaint forms may be filed with Romy Douglass, OSA Chief of Staff:

Oakland School for the Arts
530 18th Street
Oakland, CA 94612
rdouglass@oakarts.org

Any complaints regarding insufficiency of educational materials, emergency or urgent facilities conditions that pose a threat to the health and safety of students, or teacher vacancy/mis-assignment would be a Williams complaint. Please go to our website at www.oakarts.org for information on how to file a Williams Complaint. We will investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group as identified in Education Code section 200 and 220 and Government Code section 11135, including any actual or perceived characteristics as set forth in Penal Code section 422.55 or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any program or activity conducted by the agency, which is funded directly by, or that receives or benefits from any state financial assistance.

Title IX Per SB 1375

Oakland School for the Arts is a free, public school chartered by Oakland Unified School District. OSA does not discriminate in admissions on the basis of academic history, academic preparation, citizenship, color, creed, English proficiency, ethnicity, disability, gender expression, gender, home language, home living situation, immigration status, learning differences, national origin, parental/guardian marital status, political affiliation, race, religious or spiritual practice, sexual orientation, or any other discriminatory criteria.

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs and activities that receive federal financial assistance. The Title IX regulation describes the conduct that violates Title IX. Examples of the types of discrimination that are covered under Title IX include sexual harassment, the failure to provide equal opportunity in athletics, and discrimination based on pregnancy. To enforce Title IX, the U.S. Department of Education maintains an Office for Civil Rights, with headquarters in Washington, DC and 12 offices across the United States. Source: U.S. Department of Education, Office for Civil Rights. (2015). [Title IX and Sex Discrimination](#). In accordance to California Education Code, 221.6, public schools that receive federal funds and are subject to the requirements of Title IX, shall post in a prominent and conspicuous location on their Internet Web sites all of the following:

The name and contact information of the Title IX coordinator:

Lori Cheatham; Director of Operations, email lcheatham@oakarts.org ; Tel: 510-873-8800

The rights of a pupil and the public and the responsibilities of the school district under Title IX, which shall include, but shall not be limited to, Internet Web links to information about those rights and responsibilities located on the Internet Web sites of the department's Office for Equal Opportunity and the United States Department of Education Office of Civil Rights, and the list of rights specified in Section 221.8.

- US Department of Education, Office for Civil Rights
<https://www2.ed.gov/about/offices/list/ocr/index.html>
- Office of U.S. Equal Employment Opportunity Commission <https://www.eeoc.gov/>
- Section 221.8 Rights: The following list of rights, which are based on the relevant provisions of the federal regulations implementing Title IX of the Education Amendments of 1972 (20 U.S.C. Sec. 1681 et seq.), may be used by the department for purposes of Section 221.6: (a) You have the right to fair and equitable treatment and you shall not be discriminated against based on your sex. (b) You have the right to be provided with an equitable opportunity to participate in all academic extracurricular activities, including athletics. (c) You have the right to inquire of the athletic director of your school as to the athletic opportunities offered by the school. (d) You have the right to apply for athletic scholarships. (e) You have the right to receive equitable treatment and benefits in the provision of all of the following: (1) Equipment and supplies. (2) Scheduling of games and practices. (3) Transportation and daily allowances. (4) Access to tutoring. (5) Coaching. (6) Locker rooms. (7) Practice and competitive facilities. (8) Medical and training facilities and services. (9) Publicity. (f) You have the right to have access to a gender equity coordinator to answer questions regarding gender equity laws. (g) You have the right to contact the State Department of Education and the California Interscholastic Federation to access information on gender equity laws. (h) You have the right to file a confidential discrimination complaint with the United States Office of Civil Rights or the State Department of Education if you believe you have been discriminated against or if you believe you have received unequal treatment on the basis of your sex. (i) You have the right to pursue civil remedies if you have been discriminated against. (j) You have the right to be protected against retaliation if you file a discrimination complaint.

A description of how to file a complaint under Title IX

- A written complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
- Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
- A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The

complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR [4630](#))

- When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
- When the complainant or alleged victim of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.
- If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR [4600](#))
- Forward complaints to Lori Cheatham, Director of Operations, email lcheatham@oakarts.org; Tel: 510-873-8800

Source: [MSD Administrative Regulation 1312.3](#) and links highlighted above

An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred, and how a complaint may be filed beyond the statute of limitations.

- A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension
- A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension.

Source: MSD [Administrative Regulation 1312.3](#), 5 CCR [4630](#)

An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including, but not limited to, Internet Web links to this information on the United States Department of Education Office for Civil Rights' Internet Web site.

- US Department of Education, Office for Civil Rights [HERE](#)
- Office of U.S. Equal Employment Opportunity Commission [HERE](#)

- Per MSD Administrative Regulation 1312.3, All Uniform Complaint Procedures related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631). The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633. All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

An Internet Web link to the United States Department of Education Office for Civil Rights complaints form, and the contact information for the office, which shall include the phone number and email address for the office.

- U.S. Department of Education Office for Civil Rights Form - HERE (click at bottom of page)
Contact Information:
- U.S. Department of Education, Office for Civil Rights, Lyndon Baines Johnson Department of Education Bldg, 400 Maryland Avenue, SW, Washington, DC 20202-1100, Telephone: 800-421-3481, FAX: 202-453-6012; TDD: 800-877 8339, Email: OCR@ed.gov
- San Francisco Office, Office for Civil Rights, U.S. Department of Education, 50 United Nations Plaza, Mail Box 1200, Room 1545, San Francisco, CA 94102, Telephone: 415-486-5555, FAX: 415-486-5570; TDD: 800-877-8339, Email: ocr.sanfrancisco@ed.gov

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 45 days after the day Oakland School for the Arts (OSA) receives a request for access. Note that, in California, records must be provided within five days.

Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] 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 OSA to amend their child's or their education record should write the school principal [or appropriate school official], 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district 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, contractor, or consultant who, while not employed by the school, performs an institutional service or 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 typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by OSA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' 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)(3) 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 authorized 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 (SEA) in the parent or eligible student's State. 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, if applicable requirements are met. (§§ 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 for such purposes as 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, if applicable requirements are met. (§ 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 if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Family Educational Rights and Privacy Act (FERPA) Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Oakland School for the Arts, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, Oakland School for the Arts may disclose appropriately designated “directory information” without written consent, unless you have advised the Oakland School for the Arts to the contrary in accordance with Oakland School for the Arts procedures. The primary purpose of directory information is to allow the Oakland School for the Arts to include information from your child’s education records in certain school publications. Examples include:

A playbill, showing your student’s role in a drama production;
 The annual yearbook;
 Honor roll or other recognition lists;
 Graduation programs; and
 Newspaper or social media posts showcasing student accomplishments or artistic work.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also 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. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want Oakland School for the Arts to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must notify OSA in writing by December 15, 2020.

OSA has designated the following information as directory information:

Student’s name
 Address
 Telephone listing
 Electronic mail address
 Photograph
 Date and place of birth

Major field of study

Dates of attendance

Grade level

Participation in officially recognized activities and sports

Degrees, honors, and awards received

The most recent educational agency or institution attended

Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Oakland School for the Arts

2020-21 School Calendar

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2021

Su	M	Tu	W	Th	F	Sa
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

May 2021

Su	M	Tu	W	Th	F	Sa
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8/3 - 8/11	Teacher move in, PD, training
8/10	First Day of School (OUSD starts 8/10)
9/7	Labor Day- NO SCHOOL-aligns OUSD
10/8	Q1 ends
10/9	Q1 Teacher Work Day - NO SCHOOL
10/12	Indigenous People's Day-NO SCHOOL-aligns OUSD
11/11	Veteran's Day - NO SCHOOL-aligns OUSD
11/23 - 11/27	Thanksgiving Week-NO SCHOOL-aligns OUSD
12/14 - 17	Semester 1 Finals (no Arts shows)
12/17	Semester Ends
12/18	Q2 Teacher Work Day - NO SCHOOL
12/21 - 1/4	Winter Break-NO SCHOOL-aligns OUSD

1/18	MLK Day - NO SCHOOL-aligns OUSD
TBD	Intercession
2/15	Presidents' Day - NO SCHOOL-aligns OUSD
3/11	Q3 ends
3/12	Q3 Teacher Work Day - NO SCHOOL
3/29	Cesar Chavez Day - NO SCHOOL - aligns OUSD
4/5 - 4/9	Spring Break NO SCHOOL - aligns OUSD
5/10	Wellness Day - aligns OUSD
5/24 - 27	Final Exams (No Arts shows)
5/27	Last Day of School - aligns OUSD
5/28	Q4 Teacher Work Day - aligns OUSD
TBD	Graduation at Fox

REMOTE LEARNING CODE OF CONDUCT

Guidelines for student behavior at OSA are based on our intended student outcome of personal and social responsibility, effective communication, and critical thinking. OSA is committed to nurturing a remote learning community based on respect and cooperation, where all students are aware that access to remote learning must be used in a responsible, safe, efficient, ethical, and legal manner. In order to achieve this, every student must understand and adhere to the norms listed below, and avoid behaviors that will lead to disciplinary action.

Remote Learning Norms

- Personal schedule and routines
- Creating your personal learning space
- Managing your stress, sleep, nutrition and exercise
- Organization skills
- Skills for managing distractions
- Study skills - e.g. note taking, Pomodoro technique
- Taking advantage of office hours
- Forming and using study groups
- Getting help for emotional well-being
- Getting help for academics
- Digital Citizenship - cyberbullying, digital footprint, plagiarizing, privacy, safety
- Google Classroom - navigating, scanning hand-written work, submitting assignments
- Zoom - norms, etiquette, whiteboard, break-out rooms
- Google Docs - keyboarding, creating, formatting, sharing, hyperlinks
- Google Drive - files, folders, organizing your stuff
- Internet Skills - search skills, evaluating legitimacy, citing sources
- Understanding technology - e.g. what is wifi, what is the internet, and how can I use technology as a tool to be successful in remote learning
- Technical problem shooting

All OSA students receiving digital curriculum and direct instruction online are subject to disciplinary action when involved in any of the acts listed below:

- Intentional Deception (i.e., cheating, plagiarism, or forgery)
- Inappropriate use of technology
- Disrupting instruction or learning in the remote classroom
- Engaging in a direct or indirect digital assault that leaves any member of the community feeling demeaned, degraded, or at risk for further assault or taunting
- Habitual tardiness
- Violating classroom rules established by teachers
- Committing an obscene act or engaging in profanity or vulgarity
- Cutting classes
- Possession or distribution of lewd or obscene images/material
- Violation of the Computer Use Policy
- Sexual harassment of any kind
- Vandalism and property damage (books, Chromebooks, or any other school materials)
- Truancy

Oakland School for the Arts – Uniform Complaint Form

Complainant Information:

First Name Last Name

Student’s Name Grade

Street Address City Zip

Home Phone Mobile Phone

Email address

Details of Complaint:

Please describe the incident or concern that led to this complaint. Include as much information as possible, such as the names of those involved, dates, locations, whether witnesses were present, what was said, and when the incident came to your attention. All information is helpful to the complaint investigator. **Please note that formal complaints should be filed no later than six months from the date you became aware of the alleged incident.**

Has the complaint been addressed with the person (if applicable), the principal or supervisor?

