

Oakland Technical  
High School  
Staff Handbook  
2021 - 2022

Home of the Bulldogs



Richard Fairly  
Principal

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# I. School Information

## Welcome Letter

Welcome to Oakland Technical High School, home of the proud Bulldogs!

We are very proud to continue to lead the Oakland Tech community during the 2021-22 school year, which promises to be another outstanding year. We will be joined by a terrific team of Assistant Principals — LaDonna Williams,, Kenny Purser, Cheryl Ousley, Elisabeth Calzaretta, and Martel Price. Also joining our administrative team this year is Emmanuel Onyedor and Jah-Yee Woo, Teachers on Special Assignment.

Together we will work to continue to grow our pathways and great educational programs for the benefit of all Oakland Tech students.

We also will continue to improve school culture. We are working to build a more inclusive community for all learners. And we will continue to highlight Oakland Tech's value system, its four Pillars, to ensure that all students understand their charge and are prepared to lead their peers with dignity. Being positive members of this community is all of our responsibility, and students are expected to fulfill our Bulldog behavior expectations both off campus and at school.

We firmly believe that the key to success in school and life is positive involvement. Oakland Tech offers multiple opportunities for students to participate in performing arts, to play league sports or club sports, or to join various on-campus clubs. Your high school years are a special time, and we support growth inside and outside of the classroom.

To ensure families have the information they need to make excellent educational decisions, Oakland Tech offers an array of parent informational sessions.

We invite you to join our PTSA (Parent, Teacher and Student Association), AASAP (African American Student Action Planners), CSSC (Collaborative School-Site Council), and other volunteer groups devoted to Oakland Tech's success. Our school depends upon the involvement of parents, guardians, and community members, as well as students and faculty.

By working together, we can prepare students to handle the increasingly intense demands of college life and to flourish throughout their lives. We hope this handbook will help you navigate our school community.

In Unity,

*Richard Fairly, Principal*



## School Description

Oakland Technical High School is a microcosm of the city it calls home.

We are a vibrant multicultural and multilingual community of more than 1,900 students, nearly 200 dedicated educators and staff and thousands of passionate alumni and supporters.

We have taught and inspired generations of Oakland youth since our founding in 1914. Today we stand at the forefront of creating highly effective small learning communities — schools within the school that both energize and

focus student education. We are the home of the Bulldogs and have always been — and always will be — Bulldog proud.

All students at Oakland Technical High School (Oakland Tech or simply "Tech") will acquire the skills needed to be productive citizens and lifelong learners. Oakland Tech is located on two campuses, across 13 acres in North Oakland with a total of 86 classrooms, a library, four computer labs, and a health clinic. Oakland Tech has a long history of offering innovative, rigorous and supportive programming, with a mission of providing a school where all students, staff, and parents work cooperatively and communicate respectfully. We offer a wide array of pathways and specialized programs, including Health & Bioscience; Computer Science; Fashion, Art & Design; Engineering; Paideia; Performing Arts; and Race, Policy and Law.

# Mission and Vision

## Our Vision

Oakland Tech will be a model of equity and access, using high-quality pathways and social-emotional supports to ensure that *every* student takes ownership over their learning, engages in rigorous academic discourse, and graduates college-, career- and community-ready.

## Our Goals

1. Develop high-quality, equitable, wall-to-wall academies that represent our diversity. (*Pathway*)
2. Departments will develop 9-12 vertical maps (assessments and skills) that build to a pathway Senior Project/Portfolio in which students defend their work to an audience. (*Curriculum and Assessment*)
3. Improve literacy outcomes across the curriculum through cycles of inquiry and looking at student work. (*Instruction*)
4. Facilitate a community engagement process that leads to a block schedule change. (*Structure*)
5. This 2021-22 We will make school more fun!!

## The Outcomes We Seek for Our Students

As a result of the education they receive at Oakland Tech, all students will become...

...Effective communicators who demonstrate proficiency in writing, reading, listening, speaking, and presenting:

- Students use writing as a means of understanding and learning new concepts.
- Students write expository, persuasive, analytical, and creative pieces.
- Students prepare oral, written, visual, and artistic presentations.

...Skillful users of technology who access, organize, process, and evaluate information in both traditional and digital formats from a variety of sources:

- Students conduct research using paper and digital resources with attention to reliability of sources and integrity of others' work.
- Students communicate with others using a variety of devices.
- Students use appropriate technology to exhibit their work.

...Problem-solvers who use algebra and other mathematical strategies to solve both theoretical and real-world problems:

- Students complete Algebra I with a C or better by the end of 9th grade.
- Students complete a minimum of two additional math courses.

- Students apply problem-solving strategies in their other courses, especially science.

...Active participants in a career-building/college-going culture who possess a toolkit of skills and information that leads to college admission and entry to interesting careers:

- Students meet or exceed UC “A-G” requirements.
- Students access the College and Career Center on campus.
- Students research basic information about a variety of colleges and careers.
- Students learn basic information about ways to finance a college education.

...Contributors to the community who live with integrity, show respect for others and exhibit good citizenship:

- Students participate in extracurricular activities such as sports, clubs, drama, dance, and musical performances.
- Students work together to improve the welfare of others.
- Students honor diversity and respect individual differences

# The Pillars of Oakland Tech

The O.T. Pillars were created in the 2011-12 school year in collaboration with “REAL HARD” (Representing Educated Active Leaders Having A Righteous Dream). O.T. organizers conducted research student surveys and teacher focus groups to identify best practices and challenges to classrooms becoming more effective learning spaces. After a research phase, the student organizers created the classroom code of respect (CCoR) based on their findings from teachers and students. This document featured declarative language about the classroom values and culture that students and teachers want to uphold so all students succeed.

These Pillars state our expectations and values as students, staff, and community members of Oakland Technical High School. We all commit to holding each other accountable to the following Pillars because we believe they will help us all learn better and succeed together.	
POSITIVE EXPRESSION	
1	We use our words to positively express ourselves and encourage each other, because we all deserve to be heard.
HONOR	
2	We honor each other's voices, beliefs and personal space, because what is play or affection to one person can be harassment to another
FOCUS	
3	We commit to keeping each other focused, because we can't excel in our education if we're disengaged or distracted by noise and side conversations.
COMMUNITY	
4	We collaborate to build a supportive community because a culture of connection and support makes us stronger.



## OAKLAND TECH HIGH SCHOOL BELL SCHEDULES, 2021-2022

You can also access a Google Doc with 2 visual options of the bell schedule [here](#).


Oakland Tech has adopted a 7-period modified block schedule that provides more opportunities for scholars to succeed in their core courses, Pathways, electives, dual enrollment, and credit recovery. The schedule provides adequate travel time for students who have classes on both campuses.

Dismissal times for scholars: Monday, Tuesday & Thursday at 3:40 p.m.

Wednesday & Friday at 2:55 p.m.

### OAKLAND TECH HIGH SCHOOL BELL SCHEDULE 2021-2022 STANDARD SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
1st 8:40-9:25 (45 min)	1st 8:40-10:10 (90 min)	2nd 8:40-10:10 (90 min)	1st 8:40-10:10 (90 min)	2nd 8:40-10:10 (90 min)
2nd 9:35-10:20 (45 min)				
3rd 10:30-11:15 (45 min)	3rd 10:20-11:50 (90 min)	Study Hall 10:20-11:05 (45 min)	3rd 10:20-11:50 (90 min)	Study Hall 10:20-11:05 (45 min)
5th 11:25-12:10 (45 min)	Lunch 11:50-12:20	6th 11:15-12:45 (90 min)	Lunch 11:50-12:20	6th 11:15-12:45 (90 min)
Lunch 12:10-12:55 (45 min)		Lunch 12:45-1:15		Lunch 12:45-1:15
6th 1:05-1:50 (45 min)	5th 12:30-2:00 (90 min)		5th 12:30-2:00 (90 min)	
7th 2:00-2:45 (45 min)		8th 1:25-2:55 (90 min)		8th 1:25-2:55 (90 min)
8th 2:55-3:40 (45 min)	7th 2:10-3:40 (90 min)	Staff Development 3:05-4:05 (60 min)	7th 2:10-3:40 (90 min)	

 = Passing Period (10 min)

#### Exceptions to Monday schedule due to holidays and teacher PD day:

- Week of November 8: 11/8/21 follows Thursday schedule, and 11/11/21 is holiday.
- Week of January 10: 1/10/22 follows Friday schedule, and 1/14/22 is teacher PD day.
- Week of March 28: 3/28/22 follows Friday schedule, and 4/1/22 is holiday.

**PSAT Testing Day, Wednesday, October 13:** PSAT/NMSQT Test administered 8:40-12:45 for all 10<sup>th</sup> grade students; also for students in 11<sup>th</sup> and 9<sup>th</sup> grade who opt in and pay the registration fee. All other students attend regular classes. (Note: Monday, October 11, is a holiday that week.)

# OAKLAND TECH HIGH SCHOOL BELL SCHEDULE 2021-2022

## ASSEMBLY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
1st 8:40-9:25 (45 min)	1st 8:40-10:10 (90 min)	2nd 8:40-10:10 (90 min)	1st 8:40-10:10 (90 min)	2nd 8:40-10:10 (90 min)
2nd 9:35-10:20 (45 min)				
3rd 10:30-11:15 (45 min)	3rd 10:20-11:50 (90 min)	Study Hall 10:20-11:05 (45 min)	3rd 10:20-11:50 (90 min)	Assembly A 6th 10:20-11:28 (68 min)
5th 11:25-12:10 (45 min)	Lunch 11:50-12:20	6th 11:15-12:45 (90 min)	Lunch 11:50-12:20	Assembly B 6th 11:38-12:45 (67 min)
Lunch 12:10-12:55 (45 min)		Lunch 12:45-1:15		Lunch 12:45-1:15
6th 1:05-1:50 (45 min)	5th 12:30-2:00 (90 min)	8th 1:25-2:55 (90 min)	5th 12:30-2:00 (90 min)	8th 1:25-2:55 (90 min)
7th 2:00-2:45 (45 min)	7th 2:10-3:40 (90 min)	Staff Development 3:05-4:05 (60 min)	7th 2:10-3:40 (90 min)	
8th 2:55-3:40 (45 min)				

 = Passing Period (10 min)

### Assembly Day Procedure

#### 6A Classes

Take attendance at 10:20  
Report to Assembly with teacher  
Return to class for 6th period, 11:38-12:45

#### 6B Classes

6th period class, 10:20-11:28  
Report to Assembly with teacher  
Dismiss for Lunch from Assembly, 12:45

## OAKLAND TECH HIGH SCHOOL BELL SCHEDULE 2021-2022

### FINALS SCHEDULE - SEMESTER 1 (DEC. 13-17, 2021)

Monday	Tuesday	Wednesday	Thursday	Friday
1st 8:40-9:40 (60 min)	Study Hall 8:40-9:25 (45 min)	Final Exam 2nd 8:40-10:40 (120 min)	Final Exam 5th 8:40-10:40 (120 min)	Final Exam 7th 8:40-10:40 (120 min)
2nd 9:50-10:50 (60 min)	7th 9:35-10:35 (60 min)			
3rd 11:00-12:00 (60 min)	8th 10:45-11:45 (60 min)	Break 10:40-10:55 (15 min)	Break 10:40-10:55 (15 min)	Break 10:40-10:55 (15 min)
Lunch 12:00-12:35 (35 min)	Lunch 11:45-12:30			
5th 12:45-1:45 (60 min)	Final Exam 1st 12:40-2:40 (120 min)	Final Exam 3rd 11:05-1:05 (120 min)	Final Exam 6th 11:05-1:05 (120 min)	Final Exam 8th 11:05-1:05 (120 min)
6th 1:55-2:55 (60 min)		Lunch 1:05-1:35	Lunch 1:05-1:35	Lunch 1:05-1:35

 = Passing Period (10 min)

Teachers' work day ends at 3:40 on Thursday and 2:55 on Wednesday & Friday.

## OAKLAND TECH HIGH SCHOOL BELL SCHEDULE 2021-2022

### FINALS SCHEDULE - SEMESTER 2 (MAY 19-25, 2022)

Thursday	Friday	Monday	Tuesday	Wednesday
1st 8:40-9:40 (60 min)	Study Hall 8:40-9:25 (45 min)	Final Exam 2nd 8:40-10:40 (120 min)	Final Exam 5th 8:40-10:40 (120 min)	Final Exam 7th 8:40-10:40 (120 min)
2nd 9:50-10:50 (60 min)	7th 9:35-10:35 (60 min)			
3rd 11:00-12:00 (60 min)	8th 10:45-11:45 (60 min)	Break 10:40-10:55 (15 min)	Break 10:40-10:55 (15 min)	Break 10:40-10:55 (15 min)
Lunch 12:00-12:35 (35 min)	Lunch 11:45-12:30			
5th 12:45-1:45 (60 min)	Final Exam 1st 12:40-2:40 (120 min)	Final Exam 3rd 11:05-1:05 (120 min)	Final Exam 6th 11:05-1:05 (120 min)	Final Exam 8th 11:05-1:05 (120 min)
6th 1:55-2:55 (60 min)		Lunch 1:05-1:35	Lunch 1:05-1:35	Lunch 1:05-1:35

 = Passing Period (10 min)

Teachers' work day ends at 3:40 on Thursday, Monday & Tuesday, and 2:55 on Wednesday. Thursday, May 26, is a non-student teacher work day, 8:40-3:40.

## II.A Day in the Life at Oakland Tech

### Locations

#### Main Offices

Your mailbox is located in the main office on the Main Campus. Please check your box at least three times a week. Confidential information should be in sealed envelopes since these mail slots are not secured. Please do not send students to clear your mailbox.

Sign in every morning and sign out every afternoon in a binder on the front counter.

Twice a month you will be asked to fill out a timesite card found in the same binder on the front counter

#### Keys

Every year, you will pick up and/or drop off your keys with Kenneth Purser, Assistant Principal in the counseling office if you are on the main campus and with Martel Price, Assistant Principal if you are on Upper Campus. Your basic key is the one to your classroom; it should also open all copy rooms and the restrooms. You should also ask for keys to any cabinets or cupboards, though these may not always be available. Please keep these items secure at all times. Do not give them to students to run errands.

#### Parking

Teachers may park on campus in spaces marked for parking, but all vehicles must have a parking permit “hang tag” or else you may be ticketed. You may obtain a hang tag from the front office. Please park in designated spaces as we need to have fire lanes and wheelchair access lanes open at all times. The primary parking areas for teachers on the main campus are near the portables, behind the bleachers, and further down near the tennis courts.

On Upper Campus, there is a parking lot for teachers that can be entered on Broadway Terrace and a smaller parking lot that can be entered on Clifton Street.

If you choose to park on the street, be aware that street sweeping occurs twice a month on different sides of the school, so just watch for the signs.

Students are not allowed to park on campus.

## Restrooms

Your classroom key opens all faculty restrooms. Do not allow students to use these restrooms.

Gender neutral restrooms for students will be clearly marked.

## Copy Machines and Printers

Copy machines are assigned geographically. There is at least one copier administrator (a fellow teacher) for each machine. Please allow the administrator to maintain the copy machines. If there is a paper jam, please inform the copy machine administrator (a fellow teacher nearby) and do not try to unjam the machine yourself.

Each classroom should have a wireless printer. Make sure that you are connected to the printer in your room before you print, so your copies do not end up in another teacher's room. Your computer will show the same "address" as the address tag on your in-class printer. Ink cartridges can be obtained from the front office in exchange for an empty cartridge.

## Classroom Supplies

Basic classroom supplies can be obtained from the front office. A request form is available in the front office.

## Textbook Room

The textbook room is located in the basement, by the teacher's lunch room. At the beginning of the school year, administrators will have teachers schedule a time for students to pick up textbooks, in order to ensure no overcrowding in the space. Students should have their school ID.

In order to ensure social distancing, there will be several textbook distribution stations. Textbooks will not be distributed during registration, but during the first several weeks of the school year. Teachers are encouraged to use this time to build community with their classes during this time. Administrators will contact teachers on the specific procedures of textbook distribution.

In the case of checking out novels (such as with English teachers), teachers will work together within their department to schedule a reading schedule so teachers do not schedule teaching a book at the same time.

As there are not enough lockers on campus for each student, some students share lockers. Please inform students to clearly mark which book has been checked out to them, to make textbook return easier at the end of the school year.

To request an inventory of the books available, contact assistant principal Martel Price at [Martel.Price@ousd.org](mailto:Martel.Price@ousd.org).

# Teacher Responsibilities

## Accountability & Evaluation

Teachers of O.U.S.D. are held accountable by the [Oakland Effective Teaching Framework](#) (OETF) and the [California Standards for the Teaching Profession](#). You should familiarize yourself with these standards and refer to them as you plan your classroom time. You do not need to submit your daily lesson plans unless specifically asked to do so prior to a scheduled observation by an evaluator (an Administrator who will be assigned to probationary teachers).

At the beginning of the school year, every teacher will be asked to write a set of [SMARTe goals](#) (Specific, Measurable, Achievable, Relevant, and Timely). See examples of past SMARTe goals [here](#). Every two years, teachers will go through a formal observation and evaluation process with an administrator. Teachers in years 1 and 2 of teaching will be evaluated once a year to determine a move from probationary or tenure status. After that, teachers will be evaluated once every other year. If you are being evaluated this year, you will be contacted by either a site administrator or district personnel. First, you will be asked to review your SMARTe goals. Next, you will have a pre-observation conference with an administrator. You will bring or share printed lesson plans and review your SMARTe goals and lesson objectives. Soon after this observation, your administrator will observe you teaching this lesson. They will take notes using OUSD's Certificated Teacher Evaluation Form. You can review this form and read more about the criteria in the [OEA/OUSD Evaluation Handbook](#). After your lesson, you will meet with your administrator again, and they will review their marks on the evaluation form with you.

New teachers who successfully have satisfactory evaluations are eligible for tenure after completing year 2. Tenure is \_\_\_\_\_. Process: \_\_\_\_\_

## Student Relationships

### Pronouns

Under the School Success and Opportunity Act (Assembly Bill 1266) and District Board Policy 5145.3, teachers must respect the gender identity of students and use appropriate pronouns. Refusal to do so constitutes harassment. More young people are coming out as LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer/Questioning), and it is important to respect all identities. The Student Welcome Center ([enrollment@ousd.org](mailto:enrollment@ousd.org)) provides a form that a student can use to update Aeries with current name and gender information. Aeries now provides a notation to designate a Nonbinary student, in addition to the Male and Female designations.

Transgender people are those who do not identify with the gender they were assigned at birth (cisgender people are those who identify with the gender they were assigned at birth). The process of transition looks different to

the individual. Some people decide to physically and medically transition, but that is an individual choice. Do not assume pronouns because of a student's physical appearance or style of dress.

Some transgender students may be fully open about their gender history, while others may not. Disclosing a student as transgender without their consent compromises their safety. If that student comes out to you, don't assume that they have come out to other teachers and/or students, or their families.

Transgender and gender non-conforming (GNC) students have access to gender neutral bathrooms and gender neutral changing spaces on campus. These bathrooms are located: 1) outside/adjacent to Room 131 2) Outside of Room 208.

Best Practices:

- Display posters/materials in your classroom that designate it as a safe space. [Here are some printables from the CTA website.](#)
- At the beginning of the school year, provide low risk ways that ask all students their pronouns so not to single out transgender and GNC students. An example at the beginning of the school year, when students introduce themselves to you, you can request what pronouns they use and under what circumstances (as some students may be out to peers but not parents). [You can find an example here.](#)
- Include your own pronouns in your email signature in order to normalize the practice of stating pronouns. *Example: Cristopher Bautista (he/him/his)*
- Use gender neutral/inclusive language:

Instead of...	Say...
"Normal"	"Typical" or "a majority of"
"He or she"	They
Guys	Folks, people, students, scholars
Language that assumes sexual orientation. "Did you ask a boy to prom?" (if speaking to a female-identified student)	"Did you ask someone to go to prom with you?"

- If a student misgenders another student, gently correct them. If the student intentionally continues to misgender that student, that constitutes bullying. Have a private conversation with that student (note the transgender student may not feel safe to be part of this conversation. Ask for consent if they are comfortable to do so). If the bullying continues, proceed to the [Major Behavior Challenge in the Progressive Discipline Policy.](#)

- Always defer to the transgender/GNC student if an issue arises that discloses pronouns or their gender identity status. (Example: If you need to contact the student's parent, ask the student what are the appropriate pronouns to use.)

If you have any questions, you can contact the LGBT School Climate Liaison, Cristopher Bautista at [cristopher.bautista@ousd.org](mailto:cristopher.bautista@ousd.org) (note there is one "h" in "Cristopher")

*Resources:*

[Asking for Pronouns Example](#) (Handout for class)

[OUSD Board Policy](#) and definitions

[CTA Posters](#) (print posters)

## Coordination Of Services Team (COST)

Oakland's COST team is facilitated by the Community Schools Manager and is composed of school psychologists, Student Support Specialists, administration and other school services providers. If you encounter a student with specific needs, ranging from academic challenges, emotional/social challenges, or basic health needs (such as students experiencing homelessness or food access), teachers must submit a COST referral. The only exception is if you suspect child abuse or neglect, however, you must notify Child Protective Services immediately (CPS online form or call 510-259-1800). The referral system is confidential and the COST team meets weekly to review student referrals and match them with the appropriate support services. The Community Schools Manager and Admin team will inform the staff of the updated referral process at the beginning of the school year.

## Arrival and Departure Times

The appropriate arrival and departure of teachers is a professional responsibility. The length of the regular work day for certificated staff members is 7.5 hours per day, inclusive of a 30-minute lunch. All teachers are expected to be in their classes before the first bell for a period of time necessary to begin their instructional program without delay, in accordance with contractual obligations. On days of inclement weather or in an emergency, teachers of first-period (Monday, Wednesday, and Thursday) and second-period (Tuesday and Thursday) classes must be present in their classrooms for ten minutes prior to the bell. (Section 10.2.10)

Because there may be multiple starting and ending times for students and teachers in 2021-22, the following contractual hours will be observed:

- Teachers with "0" period 8:00 a.m.—2:35 p.m.
- Teachers with periods 1-6 8:00 a.m.—3:35 p.m.

Please contact Marisol Boytes or Janet Clachar if you must leave campus during your prep period.



## Signing In

There are two methods of signing in that you are responsible for. The binder is located in the main office on the front counter.

Name	Requirement	Frequency
Time Card	Signature only	Twice a month (1-15, 16-30/1)
Employee Work Record	Time in and out	Daily

Questions? Ask Muanglimum Saechao (muanglimum.saechao@ousd.org), located at the front desk of the main office.

## Taking Attendance

Teachers are expected to record attendance of their students within the first 15 minutes of class each day. **A suggested practice is to take attendance while the class is working on a warm-up assignment so that automatic phone calls to the homes of students who are absent can be made throughout the day.** You may also want to post [this signage](#) in your classroom and review the attendance policy with your students.

Inaccurate or incomplete attendance can reduce the school's funding and accountability standing. OUSD is obligated to pay the state for any attendance audit findings regarding student attendance. The Attendance Office is obligated to send an official report to the district twice a day with the names of teachers who have not completed their attendance, and your name will show up on the report as an audit finding. When taking attendance, please follow these policies:

- If ALL students are present, click the link to "Mark Attendance As Completed."
- If a student is absent, select the "A" column for that student. Attendance is recorded when the entry is made. (This can be changed later, if appropriate.)
- If a student arrives tardy, select the "T" column for the student. **Tardy means that the student is not ready to learn when the bell rings. A student can be marked absent after 30 minutes.**
- If a student is marked absent but arrives later, you can change the "A" to a "T" in Aeries.
- If a student arrives tardy but has a hall pass that excuses the tardy, select the "P" column. This has the effect of removing the absence completely in the Attendance Office.
- If you cannot enter attendance during the day, the system will still accept attendance reporting online until 6 pm. However, it is expected that this will not happen often.

If you need assistance, please contact the attendance clerk at Ext. 154

In terms of attendance and academic performance, here is the policy:

If a student has 6 or more UNEXCUSED absences in a marking period in one class, the student will have missed more than 20% of the class; the student will get a grade of “Incomplete” and they should attend Friday Night or Saturday School to make up the missing class time to earn a grade.

An unexcused absence is an absence that

## Teacher Absences

You can obtain a substitute teacher through [SmartFindExpress](#), the districtwide portal to connect substitutes with teachers. If you have not registered for SmartFindExpress, call (510) 379-9303 to register your account and make a new password. When registering, use your Employee ID (without any leading zeros) as both your User ID and Password. Please be sure to press the \* key after each entry. You will be prompted to voice your name and to create a new Password. You will then be able to access your online account which would be good to bookmark. If you are unable to book a substitute because you are not yet in the SmartFind Express system, contact your designated administrator as soon as you anticipate an absence, and they will book and submit the absence on your behalf.

If there is a specific substitute in mind, you can contact the substitute to see if they are available and if that is the case, you can specifically request them in the SmartFindExpress system.

When you know you will be absent, please follow these instructions:

- Report your absence no later than 7 a.m. on the day of the absence and contact a vice principal.
- Make a lesson plan available for every day you are absent and share it electronically with your designated pathway or grade level administrator.
- Make your lesson plans, seating charts, and class rosters available to the substitute. We recommend that you print up seating charts and class rosters at the beginning of the school year so they are always available.
- **Emergency lesson plans** are plans that can fit in any day of the academic year in case of an emergency absence. To have these ready to go along with seating charts and class rosters in a clearly marked folder is a good practice.
- Please fill out an absence form in the main office the day of your return.
- Verify that the total number of absences and the types of absence (illness, personal, jury duty, professional development, etc.) is accurately accounted for in the monthly time card that you sign at the end of the month.

Approval for personal days off must be granted a minimum of 2 days prior to the absence, and a doctor's note is needed after 5 days of sick leave.

Schedule doctor/dentist and other appointments so that the work day's contractual time (8:25 — 3:25) is not compromised. If appointments must be scheduled during contractual time, report this to the principal's secretary who will then record the time you leave; it will be reported on your timesheets.

Other inquiries about the substitute system should be directed to the Substitute Office: (510) 879-0204.

## Grading

You, the teacher, are expected to:

- Add assignments into the AERIES gradebook each week.
- Enter student scores in the AERIES gradebook at least weekly.
- Update gradebook every two weeks.
- Upload marking period grades at the end of each marking period and semester on time.
- Consider equity when evaluating students, with a greater focus on progress towards standards and student assets as opposed to assignment completion.

The Instructional Leadership Team makes the following recommendations:

- When structuring your lessons and grading system, set it up so that students earn most credit for learning/work completed in class rather than from homework
- Offer unpenalized retakes/revisions/reassessment of key “non-negotiable” assessments, so that students receive credit for progress and eventual mastery
- Use NAs, 50%, or something similar to ensure that a few low scores/zeros on practice/less essential (“negotiable”) assignments do not make achieving a good grade impossible
- Configure AERIES to reflect these recommendations

### Incomplete Policy:

An “Incomplete” (I) grade can be given to students who did not complete coursework due to extenuating circumstances that are beyond their control. If students are missing “Essential Learning items in Academic Performance” category at the end of a term, the student grade may be reported as an “I” until the student completes those items. When a student earns a grade of an “I,” it will be reflected as an “F” on their transcript and contribute to the student's GPA as an “F” would after ten days. This F stays until the grade is changed. In order to resolve an incomplete, the student must make arrangements with you, the teacher, to complete the missing work.

Options once an “I” (Incomplete) is given:

1. The teacher and the student can make a contract to complete the work by a specific date: If a student makes a contract with you, you should stipulate what must be done and give a deadline (at least 10 days after the end of the term). If the student does make up the work, you need to complete a grade change notice (RCCN). You must get a form from a counselor or the Recorder. At no time should any student handle an RCCN form. If a student makes a contract with you but does not fulfill it by the contracted deadline, the “I” turns into an “F.” Then the student can work with their counselor on a credit recovery plan.
2. APEX: APEX is a digital curriculum that students access online for the most common courses needed to graduate. Students progress through each course at their own pace with a teacher in support. That support can include technology support, proctoring exams and progress, and/ or more intensive mentoring. (APEX is appropriate for students who have failed a class.)
3. Enroll in summer school class.
4. Attend Saturday School to make up lost of time/hours in class. Make arrangements with teacher to get make up work and complete work during Saturday School. Each hour counts as one day.

## Professional Development

Most faculty meetings and staff development meetings are held on Wednesday minimum days and must be attended by all certificated staff; pay may be subtracted for missing staff meetings and professional developments. Adult learning happens in professional learning communities, departments, and pathways. Our current block schedule also provides a collaborative period to work with your colleagues on curriculum planning, student supports and interventions, and peer observations.

Classified staff is encouraged to attend. Please notify the principal, assistant principals, and department chair prior to the meeting if you are unable to attend.

## Standardized Assessments

There are various state and district standardized assessments that students are required to take during their time at Tech. Depending on your subject area and grade level, you may be responsible for administering some of these assessments. An administrator is responsible for one of the following testing logistics; you will hear from them about scheduling and other considerations if you are proctoring a test. Some teachers choose to give rewards (extra credit points or a treat) to students who try their best on these assessments, but a student's test score should not impact their grade in your class in any way.

- State Mandated:
  - The **SBAC Interim Assessment Blocks (IABs)** are practice assessments for the SBAC summative assessments in the Spring.
  - The **CAASP Summative**, also known as **SBAC/CAA for ELA-Math & CAST for Science**, is a content-area exam given as part of California's state testing program. The SBAC is

designed to measure a student's proficiency in Common Core state standards. Oakland Tech students take the SBAC online in 11th grade in English, Math, and Science.

- The **ELPAC** assesses English language learners' progress towards English language proficiency.
- **Physical Fitness Test** (PFT) is administered in 9th grade PE classes.
- District Mandated: The **Reading Inventory** (RI, formerly known as SRI) is a reading comprehension assessment that is given twice a year (in the Fall and Spring) to all students. The test largely consists of vocabulary-based questions in response to short reading passages. The test is adaptive, meaning that the questions get harder or easier throughout the test depending on the student's performance. The resulting score provides the student's lexile score. The test is untimed, but typically takes between 30 and 60 minutes to administer. If you are administering the SRI to your class, please refer to [these instructions](#).

The **Math Inventory** is a 20- to 40-minute adaptive assessment that students take independently on a computer. The test includes an item bank of more than 5,000 items from across five strands of mathematics aligned to the Common Core State Standards at each grade level and adapts to each student's performance, adjusting the level and number of questions until the software arrives at an accurate score. The final SMI score is reported as a Quantile measure—from below 0Q (Emerging Mathematician scale) to above 1600Q—that represents the student's readiness to succeed with math instruction from kindergarten through Algebra II.

In addition to standardized assessments, Tech offers the following college readiness exams:

- The [PSAT](#), [SAT](#), and [ACT](#) are college entrance exams. The PSAT is an optional practice exam for 10th and 11th grade students administered in the fall; scores on this exam do not appear on official transcripts, however 11th grade students' scores may make them eligible for consideration for National Merit Scholarships. Most 12th graders applying for college will take either the SAT or ACT, unless the schools they are applying to do not require these scores. The OUSD district office sets dates for these tests to be administered each year. You may be asked to proctor one of these exams, or you may be informed that your classroom will be used for testing and you will have to relocate for the day. An administrator will reach out to you with these details as they develop.
- **Advanced Placement (AP) Exams** are given to students who enroll in AP courses and are meant to assess the student's ability for college-level coursework in this area. Students can sometimes earn college credit if they score high enough on their AP exams. These tests are scheduled for the end of the school year by the district office and [College Board](#).

## Technology Support

### WiFi Access

All staff and your electronics besides Chromebooks should use the network Instruct2 (password: donottell1) for internet access. Students using an OUSD managed Chromebook will automatically connect to the network

OUSD Chromebook. Currently, there is NO network that student personal electronic devices are currently allowed to use.

WiFi connection at the school site is not always reliable. In the event of an internet outage, make sure you have a backup plan if your lesson requires internet use. Know that OUSD issued Chromebooks and Surfaces will connect to OUSD Networks, but connecting to the Wifi in non-OUSD locations will/may require a request through [Help Desk](#).

## Chromebook Carts

Chromebooks are available for all students at Oakland Tech; however, not every classroom will be assigned a Chromebook cart. The Admin team will update staff on how to reserve **Chromebook carts once they have been assigned:**

Once the Chromebook carts are assigned and the reservation system is operational, please be mindful of the demand for Chromebooks. Chromebook carts can become scarce during certain times of the year (ends of marking periods, testing times, etc.), so do your best to work with your colleagues to find a solution. If you no longer require a cart, make sure to delete your reservation. If you only need a few Chromebooks, see if you can borrow a few from a colleague without reserving a whole cart.

**If you have a Chromebook cart in your room**, remember that you will still need to make a reservation for the days your students are using it. **You are also responsible for keeping the cart locked and secured, taking inventory of the Chromebooks, and making sure the laptops are fully charged for the next day.**

To report any technical issues with the Chromebook cart, submit a ticket to Helpdesk (email [helpdesk@ousd.org](mailto:helpdesk@ousd.org)) cc'ing Robert Moses, OT's Tech Support person ([robert.moses@ousd.org](mailto:robert.moses@ousd.org)) including a description of the problem, the Chromebook Cart number/location and the number of the Chromebook in question.

## Printers, Projectors, & Other Classroom Technology

All printers on campus are set up for wireless printing. Your printer will have the name TEC [your room number]. For help adding a printer to your computer, submit a ticket by emailing [helpdesk@ousd.org](mailto:helpdesk@ousd.org) (cc'ing [robert.moses@ousd.org](mailto:robert.moses@ousd.org)) including your room number and the name or a description of both the printer you wish to add and the computer you wish it to be added to. If/when a process for adding a printer to the Surface laptops is made available to staff, this section will be updated.

Projectors, document cameras, and other classroom technology are available for checkout starting at the beginning of the year, subject to supply. To request technology for your classroom or to pick up technology

turned in for summer storage, submit a ticket by emailing [helpdesk@ousd.org](mailto:helpdesk@ousd.org) (cc'ing [robert.moses@ousd.org](mailto:robert.moses@ousd.org)) including what you would like loaned/returned as well as your classroom number.

## HelpDesk

If you have technology or access issues, fill out a Help Desk Ticket by emailing your problem to [helpdesk@ousd.org](mailto:helpdesk@ousd.org). OR

1. Go to [ousd.org](http://ousd.org) and click on the 'OUSD Intranet/Email' icon
2. On the Intranet, click on the 'IT Help Desk' icon
3. Click on 'Submit a Request'
4. Follow the prompts and fill out the form in its entirety. The more specific you are, the easier to resolve the issue.

You can also submit a [IT Help Desk request by using this link](#).

## AERIES

Oakland Tech uses Aeries to record attendance and grades for all students. Each teacher at Oakland Tech has an Aeries Teacher Account that gives them access to all of their classes. The teacher should use this account to

- Record attendance
- **Provide advance notice of assignments,**
- Enter scores for assignments, and
- Upload marking period and semester grades for report cards.

The website for the Teacher Account is <https://teacher.ousd.org>, and the login information is the same as your email account. Please see [these slides](#) for an introduction on how to set up and maintain your gradebooks.

Parent/Student Access: The Aeries system includes an online Parent Portal and Student Portal which allows parents/guardians and students to log in and check their attendance and grades. If a parent requests how to access Aeries, refer them to the [Parent Aeries Tutorial](#).

If you have questions about AERIES, contact [richard.fairly@ousd.org](mailto:richard.fairly@ousd.org) or [jah-yee.woo@ousd.org](mailto:jah-yee.woo@ousd.org)

## Google Classroom

Google Classroom was an essential tool during distance learning, and you may wish to continue using Google Classroom in your in person classes to provide online resources and assignment submission.

For best practices, refer to this [Google Classroom guide](#) pdf. You can also refer to the official [Google Classroom Trainings](#), which contains resources for both new and veteran users to the platform.

You can link Google Classroom to the Aeries gradebook. [Here is a tutorial](#).

However, due to computer and screen burnout during distance learning, we suggest that you balance handwritten assignments with Google Classroom use. (Example: Regular classwork/formative assessments are by

hand, while students can access resources/lesson slides and submit summative assessments in Google Classroom)

If you need assistance with Google Classroom, you can send an email to Cristopher Bautista at [cristopher.bautista@ousd.org](mailto:cristopher.bautista@ousd.org). (note there is no “h” in “Cristopher”)



# Health & Safety

## COVID Protocols

Collective bargaining agreements between OUSD and OEA along with Alameda County Public Health will set the safety protocols and we will update as we hear. As of April 2020, you can refer to the [OEA Safety Toolkit](#).

## School Nurses

Our school nurses are Sarah Boyd and Amanda Epperson. They are the front line when students fall ill or are injured. **You will be given a basic first aid kit so you do not have to send students to the nurse for bandaids, sanitary products, ice packs, and the like.** You, as a classroom teacher, **cannot** administer medication (included aspirin) to your students without parent permission. Nurses Boyd and Epperson hold medication for some students (at a parent's request). They will inform you of any students who have medical issues when on a field trip. Our nurses are distinct from our Techniclinic, our school based health center which requires appointments and referrals (see below).

Sarah Boyd's extension is 147 and her cell number is (510) 867-4812. Amanda Epperson's extension is 159 and her cell number is (530) 618-7889.

## Techniclinic

Managed by La Clinica de la Raza, TechniClinic is a school-based health center that provides free, confidential medical, counseling, health education, and referral services. **Students must schedule appointments at the Techniclinic. If students are not feeling well, you must send them to the nurse's office.**

Students can schedule appointments at the Techniclinic either calling (510) 481-4566 or filling out this [form](#).

Here are the services the Techniclinic provides:

### MEDICAL

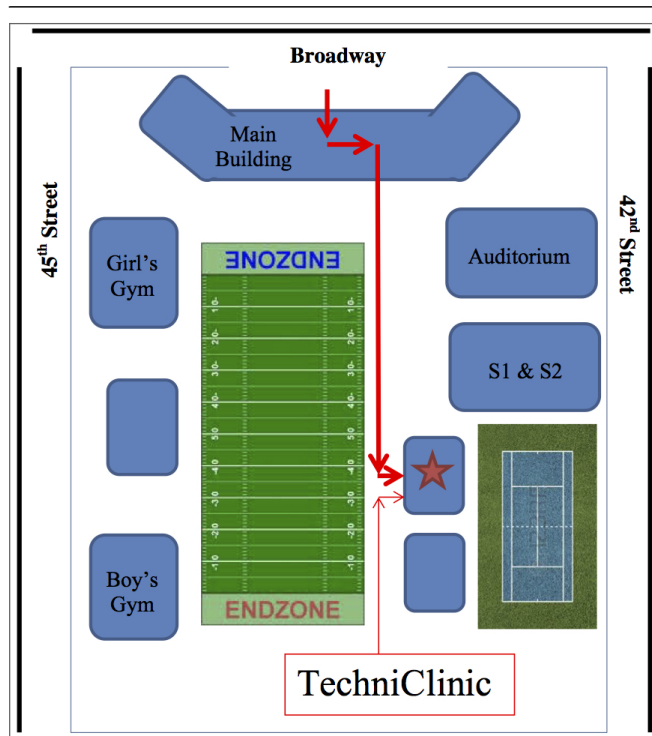
- Primary care
- First aid
- Immunizations
- Sport/General physical exams
- STI/HIV screening and treatment
- Birth control
- Plan B

### COUNSELING

- Grief counseling
- Depression/Anxiety
- Alcohol/Drug
- Family/Relationships
- Communication
- Stress
- Talk with someone

## HEALTH EDUCATION

- Group or individual sessions
- Nutrition
- Healthy living
- Human sexuality
- Birth control
- Pregnancy
- STI/HIV education



TechniClinic Location

## Fire and Earthquake Drills

### Fire Drills

In the event of a fire alarm, direct your class in an orderly fashion to the football field via your assigned [evacuation route](#), or the safest route possible. Students should leave their belongings in the classroom, and doors should be shut, but not locked. Students with mobility difficulties may use the elevators during a drill. However, during a real fire, these students will be evacuated through the stairs using a slide. Direct your class to your assigned end zone. You and your students must remain there until the principal announces through the loudspeaker that it is safe to return to your classroom.

**Leaving your classroom during a fire drill or real fire is non-negotiable. You and your students must leave.**

### Earthquake Drills

There will be an announcement over the PA signaling the start of the drill. When this happens, you and your students will drop to your hands and knees, cover your head and neck, and take shelter under a sturdy table or desk (if one is available). These protocols should be adapted for individuals who have mobility issues. No evacuation is necessary; the principal will announce when the drill has ended.

For more detailed information about fire and earthquake safety, you may review these [slides](#).

## Community Threat & Active Shooter Procedure

During an active shooter drill, there will be an announcement over the loudspeaker declaring that there is a lockdown. You should quickly look out into the hall to direct any students or staff inside their classrooms immediately. Then, lock and barricade your door. Close any blinds or cover windows into your classroom. Turn off lights and electronics and direct students to stay quiet. Do not evacuate. In the event of an active shooter in the community or on campus, you can run, hide, or fight.

For more detailed information about active shooter drills and real-life emergencies, you may review these [slides](#).

## Classroom Emergencies

Other classroom emergencies may arise during teaching. A student may become ill, have a medical emergency, or there might be a conflict between students. You can prepare yourself for these possibilities by keeping a card of emergency contacts by your phone, familiarizing yourself with your students' medical needs, keeping cleaning supplies in your classroom, etc.

If a student has a life-threatening medical emergency, call 911. In any medical emergency, also alert the school nurses: Sarah Boyd's extension is 147 cell number is (510) 867-4812. Amanda Epperson's extension is 159 and her cell number is (530) 618-7889.

If a student becomes ill in your classroom, do your best to direct the student to a restroom or trash can. You can also direct your other students to help out. You can send the ill student to the nurse with a note and call the main office and they will radio custodial staff to help you clean up.

If there is a fight or dangerous conflict between students, contact your administrator or **Security Officer Fred Trotter** at extension 117.

## Emergency Kit

In each classroom there is a large yellow suitcase on wheels that has emergency equipment for a whole class in case sheltering in place overnight is necessary. You may want to check to make sure your classroom has one, and it has supplies in it.

# III. Policies & Best Practices

## Student Expectations

### Student Conduct

As teachers we want to create in our classrooms an environment where students feel safe and excited about learning. Learning is diminished when students feel unsafe, disrespected, or overlooked. We, as role models, mentors, and authority figures, have a primary role in creating a safe learning environment. If we can create safe and respectful spaces in our classrooms where our students spend most of their days, this spirit can spill into our hallways, in social areas, and into the neighborhood community. The following covers our dress code for students, the [definition of harassment and bullying \\*](#), the expectations surrounding academic integrity, the discipline surrounding drug and alcohol use, and our policy concerning electronic devices. But we begin with our Progressive Discipline Policy and Restorative Justice

### Progressive Discipline Policy

Make students aware of progressive discipline policies in the beginning of the school year and remind them regularly. Make [progressive discipline posters](#) visible in your classrooms.

Keep track of student infractions with this printable [behavior tracker](#). For minor behavior challenges, please follow this sequence with each infraction:

For 9th Grade Students:	For 10th-12th Grade Students:
1- Warning 2- Student-Teacher conference 3- Phone call home/Parent conference 4- Counselor Referral 5- <a href="#">Administrative Referral*</a>	1- Warning 2- Student-Teacher conference 3- Phone call home/Parent conference 4- <a href="#">Administrative Referral*</a>

Minor behavior challenges include:

- Disruptive: Horseplay, Inappropriately Loud
- Profanity/ Inappropriate Language
- Putdowns/ Teasing
- Disrespect/ Noncompliance
- Impedes teaching/ learning

- Physical Contact
- Tardy

Major behavior challenges will require students to be sent straight to an administrator with a referral. Major behavior challenges include:

- Physical Contact/ Aggression/ Fighting
- Bullying/ Threatening/ Harassment
- Under the influence of drugs or alcohol
- Drug or alcohol possession
- Weapons possession
- Stealing/ Forgery
- Extreme Disrespect/ Threats/ Assaults toward staff
- Failure to give over cell phone
- Inappropriate sexual behavior
- Property Damage

You can print out the [following handouts](#) to display in your classrooms to inform students about the progressive discipline **process**.

## Restorative Justice

At Oakland Tech, the Restorative Justice (RJ) Program facilitates circles for community building and trauma processing. Restorative Justice also provides a method of conflict resolution as an alternative to punitive discipline.

RJ Circles can take multiple forms, as a class, small group, or one-on-one. Contact Tatiana Fuaau, our Restorative Justice Coordinator at [tatiana.fuaau@ousd.org](mailto:tatiana.fuaau@ousd.org) to schedule a circle or for more information.

## Dress Code

### Overview

Oakland Technical High School's student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size.

While teachers should focus on teaching without the additional and often uncomfortable burden of dress code enforcement, please be aware of the following basic principles:

- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self expression.

- Staff should make sure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- Students must comply with dress codes where protective or supportive clothing is required for physical safety, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Students are allowed to wear clothing of their choice that is comfortable.
- Students are allowed to wear clothing that expresses their self-identified gender.
- Students are allowed to wear religious attire without fear of discipline or discrimination.

What is not in alignment with our dress code: ([more detailed information in appendix](#))

- Clothing or accessories with offensive images or language, including hate or racist speech, fighting or threatening speech, profanity, and pornography.
- Clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.

What is required: ([more detailed information in appendix](#))

- A Shirt or top with opaque fabric in the front, back, and on the sides under the arms,
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress, or shorts),
- Shoes
- Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts/chest, and nipples are fully covered with opaque fabric. However, cleavage does not have coverage requirements.

### Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school.

Procedure: Really **IMPORTANT**

Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation

Once it is determined that the dress code has been violated, here are the next possible steps:

- Teachers can talk to students privately and ask them to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day. DO NOT call out the student in front of the class.

- Teachers can provide students with temporary school clothing to be dressed more to code for the remainder of the day. It's recommended that teachers provide something that can be worn over the clothing (sweaters, hoodies, oversized shirts, etc), as opposed to requesting the student to leave the classroom to change.
- If necessary, students' parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.
- If students refuse to comply or continue to violate the dress code, teachers can write a referral to an administrator

## Cell Phones & Technology Use

Students must turn off WiFi while at school. The overwhelming amount of cell phone usage is causing technical issues on the Oakland Tech campuses. Please encourage them to use their own cellular data.

Cell phones should not be on during class time unless you, their teacher, is explicitly saying a phone is allowed as an educational tool at that moment.

They should not leave them on their desks unless you, their teacher, explicitly tell them a phone is allowed as an educational tool at that moment. Oakland Tech is not responsible for lost or stolen cell phones.

Cell phones and **earbuds** should be out of sight and stored in students' pockets, purses, or backpacks.

**Spell out your policy for phone use violations clearly in your syllabus. Post your policy on the wall as a constant reminder.**

## Academic Integrity & Plagiarism

The intention of the academic integrity and plagiarism policy is to create a culture of authentic learning. Learning to think and work independently is part of the educational process and is essential to developing responsibility and autonomy. When students take shortcuts to bypass work, they do not learn as effectively (or at all). While effective lesson planning and authentic evaluation can discourage students from cheating after they are "caught," defining cheating and the consequences of it can be an essential preemptive measure. ([Some best practices on how to avoid cheating can be found in the appendix](#))

Cheating ([detailed definition in appendix](#))

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating is the opposite of honest engagement. Cheating is also being dishonest with a teacher. Cheating is a serious offense with real consequences.

Cheating includes, but is not limited to:

- Copying another student's assignments (homework, quizzes, tests, projects, essays, etc.)
- Allowing other students to copy assignments

- Aiding other students on quizzes and tests when not allowed (talking during a test, passing on information, copying tests or answers)
- Taking photos of complete and incomplete assignments or sharing assignments virtually with the intent to enable another student to avoid learning by copying work
- Doing any of these things in any setting (at home, in another class, etc) is still cheating
- Changing grades

Plagiarism ([detailed definition in appendix](#))

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary.

Examples of plagiarism include, but are not limited to the following:

- The submission of a work, either in part or in whole completed by another
- Failure to give credit for ideas, statements, or conclusions which rightfully belong to another
- Failure to use quotation marks (or other means of setting apart, such as the use of indentation or a different font size) when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof
- Use of another's project or programs without giving credit

Collaboration vs. Cheating ([detailed explanation in appendix](#))

There are many situations in school where you may need to work together or collaborate. There is a very clear difference between appropriate collaboration and cheating.

Consequences of cheating:

The following consequences are universal for all teachers. Each teacher can have further individual policies for whether students will receive credit or are able to make up an assignment in the case of cheating or plagiarism.

**If work is copied from a peer, both the student doing and allowing the copying will have the same consequence.**

#### 1st Offense

- Reflection email from student(s) to their teacher, their parent(s), and their administrator:
  - Subject line: Cheating Reflection - first name, last name  
*What happened? What were you thinking at the time (when cheating occurred)? What have you thought about since? Who was most impacted by this example of cheating? What is your responsibility to fix this situation? Why is academic integrity meaningful, and something you should strive for? What are the future consequences if you were to cheat again?*

#### 2nd Offense

- Referral
- Parent Conference

#### 3rd Offense

- Referral and Parent Conference
- Loss of privileges to attend games, dances, field trips



#### 4th Offense

- Referral and Parent Conference
- Failing grade in the class for the marking period

#### 5th Offense

- Referral and Parent Conference
- Failing grade in the class for the semester
- Potential removal from pathway or program where the cheating occurred

## Drugs, Alcohol, and Illegal Substances

OUSD uses the following ED Code 48900 as Grounds for Suspension:

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs

If a staff member suspects a student is intoxicated:

- Make sure the student's immediate health is not in danger. Check to see if the student is showing signs of distress; loss of consciousness, semi conscious, unusually confused, shortness of breath or difficulty breathing, no pulse or weak pulse, chest pain or pressure lasting longer than 3-5 minutes. If so, call for the school nurse (x147 or x159)) and dial 911. Then call site administration (number 333)
- Notify site administration of the situation. Call 333. This number rings in all offices. Ask for an SSO or Administrator to accompany the student to the office where they will get picked up and where others can assist in case something goes wrong. SSO/Site Admin will ask for evidence from the student, at appropriate time. SSO/Site Admin will stay with the student until parent/guardian(s) arrives.
- Complete a COST referral form so that the student can receive appropriate services.
- DOCUMENT what happened and keep secure.

What is not in your scope of work:

- Do not keep a student that is high in your classroom and do nothing! This sets up an unsafe environment for all of your students.

- Do not search the student
- Do not assess for a particular drug (issue may be a medical as well)
- Legally, no OUSD Nurse, Mental Health Provider, SSO, Site Administrator, Teacher, TUPE Intervention Coach, or Drug Counselor has the jurisdiction or the proper drug testing equipment to determine what drug student may be on or what reactions may come and, in particular, what the combination with mental health issues or mixing of drugs will have.
- Do not call parents to pick up their child
- Calling parents must be done by the Site Administrator.

# Staff Procedures

## District Policy

This handbook summarizes many district policies and adapts them to an Oakland Tech-specific context. However, the [OUSD Employee Handbook \(2017\)](#) contains much more detailed information about employment, payroll, benefits, leaves of absence, etc. Please refer to the OUSD handbook if you are unable to find the appropriate information here.

## Norms & Agreements

When we come together as members of the Oakland Tech community, it is important to establish norms and agreements so that everyone feels safe, respected, and heard. Different staff configurations (e.g., departments, pathways, planning teams) may establish their own norms for their working groups, but the norms we tend to use at all-staff meetings are:

- Assume positive intent. Be mindful of impact.
- Listen to what has heart and meaning.
- Show up. Make space, take space.
- Speak your truth without blame or judgment.
- Stay open to outcomes, notice discomfort, and stay curious.

## Communication & Email Etiquette

We are a big school! Since email is our primary form of communication, inboxes can easily get flooded and things get overwhelming quickly. Here are the general guidelines we suggest all staff follow to facilitate communication and avoid email overload:

1. Respond to emails within 24-48 hours during the school week.
2. [Oths-staff@oaklandtech.com](mailto:Oths-staff@oaklandtech.com) is a listserv that emails the entire staff. Use this **sparingly** and only if your message really applies to all staff!
3. Avoid the “Reply All” button. In an email thread, reply only to the people who need to see your message.
4. If applicable, put a tag at the beginning of the subject line of your email. This will help recipients quickly understand the purpose of your message. Commonly used tags are:
  - [URGENT]: This email requires a timely response or action. If applicable, include the deadline in the subject line of the email.
  - [ACTION REQUESTED]: This email requires action on the recipients’ part, though this action may not be time sensitive. Recipients might need to complete a form, respond to a survey, provide information, etc.
  - [IMPORTANT]: This email might not require any action on the recipients’ part, but contains critical information that all recipients need to read.

- [FYI]: This indicates that the content of the email might be interesting or helpful, but is not critical and is optional to read.

5. **StaffWide Remind:**

We have a staff-wide “remind” account to use when communicating through email or on the classroom telephone is not expedient enough. “Remind” is a texting app that allows members to text others without exposing their personal phone number. A teacher can text everyone, some people, or just one person. Of course, this app should be used very **judiciously** like in emergencies..All the **messages are archived forever** for the protection of all parties. This “remind” account is for staff **ONLY** so will be shared with staff only. Under no circumstances should students have access to the staff “remind” account. (You can make “reminds” for your classes, however.)

## Parent Conference Best Practices

### **School Policy:**

If a parent requests a conference, please make an appointment as soon as possible. With Zoom, it is now easier to meet with parents when convenient for you and the parent.

### **Best Practices:**

To have a student attend the conference with their parent can be one of the most effective ways to help improve student performance in your class. Since the main goal is to help the student (an emerging adult) to succeed, make them an active stakeholder. Sometimes parents prefer their child not attend a meeting with their teacher because they may want to discuss sensitive issues with you without the student’s knowledge. However, whenever possible, have the student there to be a part of the plan for success, academically or behaviorally.

Be attentive and take notes. Keep a record of parent contacts.

Be prepared with documentation, such as an updated Aeries.

If you anticipate a difficult conference, feel able to ask a counselor or an administration or a pathway head or a student support person to support you, but make the parent aware who will be joining you at that meeting.

If a student is doing well or is showing even marginal improvement, send an email telling the parent so all the news from you is not always a negative experience.

After a conference, send a quick email reviewing what you covered and any agreements that were made. Try to keep it positive and inviting.

## IEPs, 504s, and SPED Collaboration

We have a diverse population including neurodiversity. The Special Education Department (SPED) at Tech is composed of teachers and paraprofessionals who are charged with educating students who have learning disabilities or exceptional cognitive or physical needs and who are made eligible for services through an Individual Education Program (IEP). Students with an IEP have a case manager who works closely with students, families, and teachers in ensuring that students' learning goals are met. To do so, General Education teachers should read all IEPs of students enrolled in their classes, make necessary modifications and accommodations, keep in regular communication with the case manager on progress, and attend IEP meetings. Below are additional details:

- General education teachers will know who the students with IEPs are on their roster and who the student's case carrier/support staff are within the first 2 weeks.
  - Each teacher will have a google doc folder shared with them by SPED Dpt. labelled with, "teacher name/IEP". In this folder will be the IEP Summaries for each student with an IEP
  - Teachers will be contacted by case managers or SPED department chair with the names of students by period (this will take a week or more to input as students schedules change early on)
- General education teachers' responsibilities:
  - Complete the Classroom Teacher Reports for the student's upcoming IEPs in a timely fashion
  - Attend IEP meetings (not every one but be prepared to attend some). SPED teachers will make best efforts toward limiting the amount of time any general education teacher will be present during meetings.
  - Be familiar with and willing to execute and report about IEP goal trials and behavior plans that pertain to the area of student's need.
  - Honor and uphold IEP accommodations and modifications
  - Collaborate and communicate with case managers on grading and on issues that come up for a student.
- Contact the SPED department with questions. A group SPED email will be created and shared with staff for the 2021-22 school year.

Special Education and the 504 Plans are separate systems and have different processes for identification and determining supports and services. A student who has a 504 Plan has gone through a referral and Student Success Team process to determine the accommodations needed to access the curriculum. The Web504 system will send you an email to inform you of each student who is enrolled in your class and has a 504 Plan. You will need to acknowledge and implement the accommodations listed. You can read more about 504s [here](#).

Both IEPs and 504 Plans are legal documents.

# IV. Campus Life

## Leadership: Who Do I Talk To?

### Administration

The administrative team is composed of the Principal and a team of Assistant Principals (AP), who set instructional priorities for ensuring that we serve all students. Each AP is assigned to a Pathway, Department(s), and grade level, along with other academic and operational responsibilities so that we can function as a school. You can go to your [designated Admin for the following...](#)

### Instructional Leadership Team

The Instructional Leadership Team is composed of members of the Administration, Faculty Council, Department Heads, and Pathway leads and is responsible for guiding the professional learning of staff.

### Faculty Council

The Faculty Council (FC) is a staff elected body that meets at least monthly to discuss and address issues raised by staff members. It can propose policies to the Administration, and help resolve disputes between staff and Administration. Each department has a nomination and voting process in the month of September to determine representatives. You can find additional information on the Faculty Council's role and responsibilities in the [Collective Bargaining Agreement between OUSD and OEA](#) (page 16).

### Department Heads & Pathway Leads

Each department and pathway has a designated head or lead who also sits on the Instructional Leadership Team (ILT). You can reach out to Department Heads about curriculum, vertical and course alike alignment, and mentorship. You can also reach out to Pathway leads for the same topics as well as student interventions within the Pathway, work based learning, budgets, and community partnerships.

### OEA Reps

Certified staff can decide to join the labor union, Oakland Education Association. There are 8 site representatives and 5 alternate site reps. You can communicate with them via your non OUSD emails and phone numbers about your labor rights, grievances, and concerns. You can find the latest [OEA Tentative Agreement \(not updated\)](#) here or at [oaklandea.org](http://oaklandea.org).

## Counseling

The counseling team advises students so that they can make informed choices during high school. The counseling team is currently made up of 6 counselors: 2 of whom serve the 9th grade students, and 4 of whom serve 10th-12th grade students who are divided up alphabetically by last name. You can find the names and contacts of the counseling team [here](#). You can also find a student's specific counselor in AERIES under the "General Information" tab.

## College and Career Center

The College and Career Center, located in the Main Campus basement level, provides guidance and support for students applying to colleges and universities, financial aid, internships, work permits, and job opportunities. Students can visit the College and Career Center during lunch and after school hours; they can also make appointments. Contact Elizabeth Hunter, College & Career Specialist, ( [elizabeth.hunter@ousd.org](mailto:elizabeth.hunter@ousd.org)) for college related questions. Contact Terrance Holliday, Work Based Learning Liaison, ( [terrance.holliday@ousd.org](mailto:terrance.holliday@ousd.org)) for internship and work based learning questions.

## Assemblies

Teachers are expected to attend all designated assemblies and supervise their class. Assembly dates and schedules will be posted on the master calendar and reminders will be given in the morning announcements. The appropriate seating chart and entrance door will be communicated to the school site through an email before the assembly day. Due to the size of the auditorium, there are two assemblies to accommodate all students and you will be assigned to one (refer to the **bell schedule** for class times during assembly days).

### O.T. Audience Etiquette

- *Positive Expression*: Build a collective understanding of how to be a respectful audience before, during, and after an assembly.
- *Honor*: Build an understanding of how to participate in an intentional, fun, and collective learning environment.
- *Focus*: Develop connection between audience and presenters/performers.
- *Community*: Create a sense of belonging and inclusion.

When you arrive, move quickly to your assigned seating area and make sure that students in your class sit with you.

### During the Assembly:

- Monitor your students to stay PRESENT and RESPECTFUL from beginning to end of assembly.
- Encourage your students to participate in an appropriate manner (clapping, snapping, woaaaaing, encouraging). Participation should SUPPORT presenters/performers and not compete with them. In

other words, Don't do too much.

- No cell-phones should be seen or heard during the assembly unless performers specifically ask your students to take out your cell-phones and use them.

When the assembly is dismissed, please keep your class seated until they are released, then move quickly and safely outside. educating students who have learning disabilities or exceptional cognitive or physical needs and who are made eligible for services through an Individual Education Program (IEP)

## Field Trips

Field trips are enriching and exciting opportunities; however, they take planning. The District has policies that must be fulfilled and our campus has a culture surrounding field trips that should be respected, and add to that the rules and restrictions of the destination of the field trip.

### District Policy

There are four types of field trips, each with a separate form to fill out, and must be approved by the school administration and the district. Fill them out and then turn them into **the appropriate administrator:**

1. Day Field Trips (**the most common**): [DAY FIELD TRIPS APPROVAL PROCESS](#) (this requires approval **\_\_\_\_\_ days prior to the trip and a 1:10 adult to student ratio**)
2. Overnight Field Trips: [OVERNIGHT FIELD TRIPS APPROVAL PROCESS](#) (this requires approval 60 days prior to the trip and a **1:10 adult to student ratio**)
3. High Risk Field Trips (this includes swimming, rock climbing, for example): [HIGH RISK DAY FIELD TRIPS APPROVAL PROCESS](#) (this also requires approval 60 days prior to the trip and **a smaller but not specified adult to student ratio**)
4. Walking Field Trip (his is more geared toward elementary school but can apply to high school; this is a blanket permission slip for a year, but it is outdated) [WALKING FIELD TRIPS APPROVAL PROCESS](#)

**All of them require a parent signature on a form that you will have to access once your field trip is approved. Take these forms seriously. Parents must give us permission to take their child on a field trip.**

### School Courtesy

As students will be missing other teachers' classes, please do the following:

1. Have students ask their teachers to sign off on this [Field Trip Staff Sign off](#) Form **(it is Tech specific)** at **least a week before** the trip so the teacher can adjust their lesson plans accordingly (if a pathway or a club, for example, take a field trip and 30% of a teacher's class goes on your field trip, it can really ruin



their week if their students just don't show up for well-laid lesson plans). This also allows the teacher time to provide instruction or work for the day your students will be missing their class.

2. Send a tentative list of students who are going on the field trip to the **attendance** office BEFORE you leave. It can be amended after you return if some students do not show up.
3. Send a tentative list of students who are going on the field trip to **all the teachers (via email)** BEFORE you leave. It can be amended after you return if some students do not show up.

#### Funding

Ask your Pathway director or **administration for availability of funding for field trips.**

## Athletics

Many coaches at Oakland Tech will require that their athletes maintain a certain GPA in order to participate on the team. Often, coaches will provide homework time before practice so student athletes can keep up with their assignments. If teachers have student athletes in their classes, they should connect with the coaches; the collaboration between teachers and coaches can be instrumental in supporting a student's academic and extracurricular success.

The Athletic Director will send a weekly schedule of sports events, and coaches will communicate with teachers if student athletes need to be dismissed early from class to attend a game. Students should be excused only if the teacher has heard from the coach.

If you (or your students) would like to attend a sports game, make sure to bring your school ID!

## IWEs

Students have the option to get credits towards graduation by doing "Inside Work Experience". Typically, students will spend a few hours each week assisting a teacher in their classroom or assisting other staff members around the school, based on the student's interests. If a student is interested in IVE experience, they should talk to the counselor first and go through the formal process of getting this on their schedule and transcript. The student can then reach out directly to the teachers and/or staff members they would like to work with. As a teacher, you may have students contact you asking to be your IVE; it is up to you whether to accept. It is also up to you to decide how your IVE will assist you in your classroom.

If you would like an IWE in your classroom but have not heard from any students, you can reach out to the counselors with a brief description of the duties your IVE will perform (e.g. tutoring, helping with organization, helping with grading) and the counselors will help you to connect with a student.

Since students get credits towards graduation for their IWE experience, teachers are expected to give their IWEs a grade at the end of each semester.

## Clubs

There are many amazing clubs at Oakland Tech, including the Queer Student Alliance (QSA), Latinx Student Union, Black Student Union, Vietnamese Student Association, Pi Club, Book Club, and many, many more. In order for students to start a new club at Oakland Tech, they need to have at least 10 members and a faculty mentor, a governance system (president, vice president, secretary, and treasurer), and be approved by Student Government. Students may approach you to ask to mentor their club; it is up to you whether you would like to take this on, and it is up to you and the club members to decide how involved you will be.

Faculty members occasionally start clubs for interested students, too. **If you are interested in starting a new club at Oakland Tech, you should contact \_\_\_\_\_**

## PTSA

The Oakland Tech Parent Teacher Student Association provides an energetic forum for parents, caregivers, teachers, students, staff and community members to share ideas and identify opportunities for the betterment of Oakland Tech. PTSA fundraising also supports student field trips, supplies, and two cycles of teacher written grants. Teachers can become a member of the PTSA at the start of each year by completing a membership form and paying annual dues. You can find more information [here](#).

## Staff Socials

The OT Social Committee is a voluntary, staff run group that organizes informal gatherings, staff celebrations, recognition of milestones, and staff support in times of challenge.

New Teacher Buddy System is a voluntary, social support system created by matching new teachers with other teachers based on their geographic area of the school, content interest, or social interests. For more information, contact Jah-Yee Woo, jah-yee.woo@ousd.org.

## Social Media Accounts

Teachers may decide to create their own social media accounts (Instagram, TikTok, etc) for the purpose of disseminating information to students and as a method of relationship building. This is allowed, but it is highly recommended that you create a separate account from your personal account (and setting the personal account to private), and to use caution when posting.

Oakland Tech has multiple Instagram accounts that we encourage students and staff to follow! Here are some (but not all):

- @othsconnections: School and community announcements, opportunities, etc.
- @oths\_healthacademy: Health Academy
- @fadafashionhouse: Fashion, Art & Design Academy
- @ot\_csacademy: Computer Academy
- @ot\_rpl: Race, Policy, and Law Academy
- @otfightstfired: Announcements, community organizing, events, etc.

## V. Staff Directory