



## Voices College-Bound Language Academies

### Board Meeting

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#### Date and Time

Wednesday September 1, 2021 at 2:00 PM PDT

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#### Instructions For Presentations To The Board By Parents and Citizens

1. Agendas are available to all audience members at the meeting.
2. "Request to Speak" cards are available to all audience members who wish to speak on any agenda items or under the general category of "Opening Items: Public Comment." Public Comment is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws (provisions of the Brown Act (Government Code Section 54954.2(a) and .3) which preclude any action being taken on any item not appearing on the posted agenda), the Board can only listen to your issue, not respond or take action. These presentations are limited to no more than 15 minutes total and 3 minutes per person. The Board may give direction to staff to respond to your concern.
3. You may also complete a "Request to Speak" card to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda items on your "Request to Speak" card and you will be given an opportunity to speak for up to 3 minutes when the board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
5. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 14271 Story Rd. San Jose, CA 95127.
6. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:**  
Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Alejandra Valladarez at (408)791-1609 Ex.1052
7. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The Executive Director recommends approval of all consent items.

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8. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
9. All time duration are estimates and may run shorter or longer.

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>2:00 PM</b>
A. Record Attendance			
B. Call the Meeting to Order			
C. Approve order of the agenda	Vote		
D. Public Comment (on items not on the agenda)			
	PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD		
	SUBMIT PUBLIC COMMENT: <a href="http://bit.ly/voices-public-comment">http://bit.ly/voices-public-comment</a> or text: 408-960-5580		
	Non-agenda items: No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the board may give direction to staff following a presentation.		
<b>II. Board Business</b>			
A. Approve Minutes	Approve Minutes		
	Approve minutes for Board Meeting on August 1, 2021		
B. Public Hearing Voices Academies Independent Studies Policy	Discuss		
	The Board conducts a public hearing to allow the public to comment on the proposed Independent Studies policy.		
	No individual presentation shall be more than 3 minutes and the total time for this purpose shall not exceed 15 minutes for each hearing. Ordinarily, Board members will not respond to presentations and no action can be taken on non-agendized items.		
C. Independent Studies Policy and Master Agreement	Vote		

	Purpose	Presenter	Time
	Per AB130, Independent study for 2021-22 and beyond requires a new or updated board policy and master agreement.		
<b>D.</b>	<b>Voices Academies ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan (revised for 21-22)</b>	<b>Vote</b>	
	The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds.		

### **III. Closing Items**

<b>A.</b>	<b>Adjourn Meeting</b>	<b>Vote</b>
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## Coversheet

### Approve Minutes

**Section:** II. Board Business  
**Item:** A. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on August 1, 2021

APPROVED



## Voices College-Bound Language Academies

### Minutes

#### Board Meeting

Annual Meeting

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#### Date and Time

Sunday August 1, 2021 at 9:00 AM

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#### Instructions For Presentations To The Board By Parents and Citizens

#### PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD

**SUBMIT PUBLIC COMMENT:** <http://bit.ly/voices-public-comment> or text: 408-960-5580

At this time, members of the public may address the Board on any issue within the subject matter jurisdiction of the Board that is not listed on this agenda. Members of the public may also address the Board on an agenda item before or during the Board's consideration of the item.

Submitted comments may be read into the record to the extent practicable based upon factors such as the length of the agenda and available time. Comments received within the window of the board meeting whether read or not, will be shared with the board and noted in the minutes. Individual commenters are limited to a single comment per agenda item.

Public comments will be accepted prior to, and during the board meeting, subject to limitations discussed here.

Comments may be read in the order received and will be accepted up to the point each agenda item is heard, acted upon or when the Board President has completed the call for public comment on that agenda item.

Comments submitted during the board meeting but after the agenda item has been called for a vote, or has already been completed will not be read publicly, but may be entered into the record.

Comments should be limited to 400 words or less, and will need to be readable within the time allocated for each comment. These presentations are limited to no more than 15 minutes total and 3 minutes per person. A full comment may not be read if the length of time to read the

comment exceeds the designated limit. No action can be taken on an item not on the agenda at this time but may be referred to the administration or put on a future agenda.

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1. When addressing the Board, speakers are requested to state their name and address and adhere to the limits set forth.
2. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or majority of all, of the Board members shall be available for public inspection at 6840 Via Del Oro, Suite #160. San Jose, CA 95119.
3. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:** Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting may request assistance by contacting Lizzette Ramirez at (408)791-1609 Ex.1052
4. All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The executive director recommends approval of all consent items.
5. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
6. All time duration are estimates and may run shorter or longer.

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#### **Directors Present**

A. Miller (remote), D. Cadette (remote), K. Wisckol (remote), S. Perez (remote), S. Sandoval (remote), W. Plasencia (remote)

#### **Directors Absent**

I. Connell

#### **Directors who arrived after the meeting opened**

S. Perez

#### **Non Voting Members Present**

F. Teso (remote)

#### **Guests Present**

L. Ramirez (remote)

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#### **I. Opening Items**

##### **A. Record Attendance and Guests**

**B. Call the Meeting to Order**

S. Sandoval called a meeting of the board of directors of Voices College-Bound Language Academies to order on Sunday Aug 1, 2021 at 9:03 AM.

**C. Approve Order of Agenda**

A. Miller made a motion to approve order of agenda.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

A. Miller Aye

K. Wisckol Aye

I. Connell Absent

D. Cadette Aye

W. Plasencia Aye

S. Sandoval Aye

**D. Public Comment (on items not on the Agenda)**

No public comments.

**II. Board Business**

**A. Brown Act Training**

Wayne Strumpfer from Young Minney & Corr, LLP provided Brown Act Training.

**III. Board Business: Discussion/Action Items**

**A. Appoint/re-appointment of Board Members**

D. Cadette made a motion to appoint Board Member Selena Perez, Morgan Hill Parent and re-appoint Servando Sandoval and Darnell Cadette.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Sandoval Aye

I. Connell Absent

W. Plasencia Aye

A. Miller Aye

D. Cadette Aye

K. Wisckol Aye

**B. Appoint new Officers**

D. Cadette made a motion to appointment of officers: Servando Sandoval- Chair, Kim Wisckol- Co-Chair, Lizzette Ramirez- Secretary, Ian Connell- Treasurer.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

I. Connell Absent

D. Cadette Aye

K. Wisckol Aye

A. Miller Aye

S. Sandoval Aye

W. Plasencia Aye

**C. Readopt Board Code of Ethics Resolution**

K. Wisckol made a motion to readopt Board Code of Ethics Resolution.

D. Cadette seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

A. Miller Aye

S. Perez Aye

W. Plasencia Aye

S. Sandoval Aye

K. Wisckol Aye

I. Connell Absent

D. Cadette Aye

S. Perez arrived.

**D. Establish Regular Board Meeting Calendar**

K. Wisckol made a motion to approve regular board meeting calendar: 9-1-21, 12-1-21, 3-2-22, 6-8-22, 6-15-22, 8-20-22.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Sandoval Aye

W. Plasencia Aye

A. Miller Aye

D. Cadette Aye

I. Connell Absent

S. Perez Aye

K. Wisckol Aye

**IV. Board Business: Consent Items**

**A. Approve Minutes**

D. Cadette made a motion to approve the minutes from Board Meeting on 06-24-21.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

A. Miller Aye

D. Cadette Aye

S. Sandoval Aye

K. Wisckol Aye

S. Perez Aye

W. Plasencia Aye

I. Connell Absent

**B. Approve Contract(s) Over \$15,000**

D. Cadette made a motion to approve contracts over \$15,000.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Perez Aye

S. Sandoval Aye

W. Plasencia Aye

D. Cadette Aye

K. Wisckol Aye

I. Connell Absent

A. Miller Aye

**C. Approve Family Handbook for WCC, FS, MP, Stockton, and MH Schools**

D. Cadette made a motion to approve Family Handbook for WCC, FS, MP, Stockton, and MH Schools.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

K. Wisckol Aye

A. Miller Aye

S. Perez Aye

D. Cadette Aye

S. Sandoval Aye

I. Connell Absent

W. Plasencia Aye

**D. 21-22 Instructional Minutes for WCC, FS, MH, MP, and Stockton**

D. Cadette made a motion to 21-22 Instructional Minutes for WCC, FS, MH, MP, and Stockton.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

S. Sandoval Aye  
W. Plasencia Aye  
S. Perez Aye  
K. Wisckol Aye  
D. Cadette Aye  
A. Miller Aye  
I. Connell Absent

**E. Approve Employee Handbook for Voices Academies 21-22**

D. Cadette made a motion to Approve Employee Handbook for Voices Academies 21-22.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

W. Plasencia Aye  
A. Miller Aye  
S. Sandoval Aye  
I. Connell Absent  
D. Cadette Aye  
K. Wisckol Aye  
S. Perez Aye

**F. Approve Safety Plan for Voices Academies 21-22**

A. Miller made a motion to approve Safety Plan for Voices Academies 21-22.

K. Wisckol seconded the motion.

A. Miller requested this item be pulled from consent and moved for discussion. Item was approved during IX. Board Business on agenda.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

W. Plasencia Aye  
S. Perez Aye  
S. Sandoval Aye  
K. Wisckol Aye  
A. Miller Aye  
D. Cadette Aye  
I. Connell Absent

**G. Approve Revised Policy**

A. Miller made a motion to approve revised policy.

K. Wisckol seconded the motion.

A. Miller requested this item be pulled from consent and moved for discussion. Item was approved during IX. Board Business on agenda.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

W. Plasencia Aye  
I. Connell Absent  
A. Miller Aye  
K. Wisckol Aye  
S. Perez Aye  
S. Sandoval Aye  
D. Cadette Aye

**H. Approve 21-22 Bell Schedules for Voices FS, WCC, MP, MH and Stockton**

D. Cadette made a motion to Approve 21-22 Bell Schedules for Voices FS, WCC, MP, MH and Stockton.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

W. Plasencia Aye  
S. Sandoval Aye  
D. Cadette Aye  
A. Miller Aye  
K. Wisckol Aye  
I. Connell Absent

**I. Approve 21-22 School Calendar for FS, MP, MH, WCC and Stockton**

D. Cadette made a motion to Approve 21-22 School Calendar for FS, MP, MH, WCC and Stockton.

W. Plasencia seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

A. Miller Aye  
S. Perez Aye  
K. Wisckol Aye  
D. Cadette Aye  
W. Plasencia Aye  
S. Sandoval Aye  
I. Connell Absent

**V. Closed Session**

**A. Public Employee Performance Evaluation- CEO (Pursuant to Gov. Code Section 54957(b)(1).) Discuss**

Closed session convened at 11:32 AM.

## **VI. Reconvene Open Session**

### **A. Report on action taken in closed session**

Open session reconvened at 12:52 PM.

No action taken in closed session.

## **VII. Board Business**

### **A. 21-22 Student Culture Survey results (Post)**

Deanna Flores, Voices Sr. Director of Culture and In Lak'Ech presented 21-22 Student Culture Survey results.

### **B. Network Priorities 21-22**

Elizabeth Aguilar, Voices Chief Academic Officer presented network priorities for 21-22.

### **C. Financials Update**

F.Teso presented financials update.

A. Miller made a motion to approve resolution - Voices Stockton.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

#### **Roll Call**

A. Miller	Aye
I. Connell	Absent
S. Sandoval	Aye
W. Plasencia	Aye
K. Wisckol	Aye
D. Cadette	Aye
S. Perez	Abstain

## **VIII. Closing Items**

### **A. Norms Check and Future Business**

F.Teso discussed board norms check.

Future board business

-safety plan

### **B. Adjourn Meeting**

D. Cadette made a motion to adjourn meeting.

K. Wisckol seconded the motion.

The board **VOTED** unanimously to approve the motion.

**Roll Call**

A. Miller	Aye
D. Cadette	Aye
S. Sandoval	Aye
K. Wisckol	Aye
I. Connell	Absent
W. Plasencia	Aye
S. Perez	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:50 PM.

Respectfully Submitted,  
L. Ramirez

## Coversheet

### Independent Studies Policy and Master Agreement

**Section:**

II. Board Business

**Item:**

C. Independent Studies Policy and Master Agreement

**Purpose:**

Vote

**Submitted by:**

**Related Material:**

Voices Independent Study Board Policy (AB 130 Compliant) (4838-1990-0404.v1).docx (1).pdf

## **INDEPENDENT STUDY POLICY**

Voices College-Bound Language Academies (the “Charter School”) may offer independent study (“IS”) to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

No student is required to participate in IS. When possible, parents are to request IS no fewer than five (5) school days prior to the absence. In an extenuating circumstance (e.g., a serious illness, injury or family emergency), and with Principal approval, a certificated staff member/teacher may work with the parent to implement IS in an expedited manner.

The following written policies have been adopted by the Voices College-Bound Language Academies Board of Directors for implementation at Charter School:

1. Short term independent study as an optional alternative instructional strategy for the purpose of allowing students to achieve curriculum objectives during periods of absence of at least one (1) school day, not to exceed fourteen (14) cumulative school days per school year.
2. Long term independent study is defined as independent study for fifteen (15) or more school days in one school year. As the Charter School offers classroom based programming, long term independent study is intended to provide ongoing progress towards course objectives despite extenuating circumstances which may include but are not limited to health conditions which prevent participation in in-person instruction.
3. Short and long term independent study may be offered at the sole discretion of the School Leader (“SL”). The SL’s considerations may include, but are not limited to, budgetary, staffing and other operational considerations for their school.
4. Independent study is available to Transitional Kindergarten through 8th grade students currently enrolled in the Charter School whose health would be put at risk by in-person instruction, as determined by a medical professional or the parent or guardian of the student. A limited number of independent study spaces will be available and therefore priority of available spaces will be determined by the criteria listed below. If interest in independent study exceeds the number of available spaces, a lottery will be conducted to determine enrollment in the program.
  - a. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as verified by a doctor,
  - b. Medical condition of a student that would put them at a health risk by participating in in-person instruction, as attested to by parent or guardian,

- c. Health concern of parent or guardian that cannot be remedied/addressed by the school
- 5. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be five (5) school days.
- 6. The Principal or designee has the right to deny requests should it be determined that independent study is not in the best academic interest of the student. The SL's considerations may include, but are not limited to, the student's current academic standing, the student's grade level, the timing during the grading period, the purpose of the absence for which independent study is requested, previous participation in independent study, and input from teachers, MTSS team or IEP team as applicable. The SL shall not deny a request for independent study on the basis of race, ethnicity, age, gender, mental or physical disability or on the basis of any other protected characteristic, either actual or perceived.
- 7. No independent study agreement shall be valid for any period longer than one (1) school year. The Charter Schools will consult with the student's parent or guardian to determine the appropriate length of time, and request, but not require, a commitment to participate in independent study that is aligned with the Charter School's grading term or other length of time deemed to be in the best academic interest of the student.
- 8. The Principal or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
  - a. When any pupil fails to complete two (2) assignments during any period of five (5) school days.
  - b. In the event a student's educational progress falls below satisfactory levels as determined by the Charter School's MTSS, SST or Tiered Engagement procedures which consider ALL of the following indicators:
    - i. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
    - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
    - iii. Learning required concepts, as determined by the supervising teacher.
    - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.
    - v. School attendance rates.
    - vi. Chronic absenteeism rates.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a

period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

9. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.
10. For students who participate in independent study for fifteen (15) or more days in a school year, the Charter School has adopted tiered reengagement strategies for all pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or who are in violation of the written agreement pursuant to Education Code Section 51747(g). These procedures are as follows:
  - a. Verification of current contact information for each enrolled pupil;
  - b. Notification to parents or guardians of lack of participation within one school day of the absence or lack of participation;
  - c. Outreach from the Charter School to determine pupil needs including connection with health and social services as necessary, including, but not limited to referral to nurse, counselor, social worker, or other student support for case management and counseling, coordinate with protective services/child welfare services, law enforcement, courts, public health care agencies, or government agencies, or medical, mental health, and oral health providers to receive necessary services;
  - d. When the evaluation described above under paragraph 8.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil, a pupil-parent-education conference shall be required to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being. This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.
11. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:
  - a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: students participating in long-term independent study will be enrolled in a live, daily, scheduled online class where they may engage with peers, and receive synchronous instruction and support. Instruction will be delivered in the form of video conferencing or other form of live communication between the pupil and the supervising teacher.
  - b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: students participating in long-term independent study will be enrolled

in a live, daily, scheduled online class where they may engage with peers, and receive synchronous instruction and support.

12. For the purposes of this policy, “live interaction” means interaction between the pupil and certificated or non-certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including but not limited to wellness checks, progress monitoring, provision of services, and instruction. This live interaction may take place in-person, or in the form of internet or telephonic communication.
13. For the purposes of this policy, “synchronous instruction” means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of internet or telephonic communications, and involving live two-way communication between the teacher of record and the pupil.
14. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five (5) instructional days:
  - a. The Charter School will alert front office staff and the pupil’s teachers that the pupil will be returning to in-person instruction;
  - b. The Charter School will provide the pupil with their weekly schedule and any other necessary material;
  - c. The Charter School will check-in with the student, the morning of return, to ensure the pupil is ready for classes;
  - d. The Charter School will monitor the pupil’s progress for two weeks and check-in with the pupil at least twice over the two-week period.
15. Voices shall maintain on file a written independent study master agreement for each student participating in IS. Before the IS may begin, the master agreement shall be signed and dated by the student, the student’s parent, the certificated employee who has been designated as having responsibility for the general supervision of IS, and all persons who have direct responsibility for providing assistance to the student. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
  - a. The manner, time, frequency, and place for submitting a pupil’s assignments, for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding a pupil’s academic progress.
  - b. The objectives and methods of study for the pupil’s work, and the methods used to evaluate that work.
  - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
  - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil’s assigned work, the level of

satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.

- e. The duration of the independent study agreement, including the beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.

16. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.

17. The Executive Director shall establish regulations to implement these policies in accordance with the law.

18. Voices recognizes that families may not evenly distribute student's work assignments over weekdays. However, due to strict State law requirements for charter school attendance, the Charter School expects each student to be engaged in an educational activity required of them in the assignment on each weekday that Voices is in session, and requires that this "daily engagement" shall be documented on a daily basis in the student log by the parent/guardian. This should not be read to prohibit schoolwork on weekends

and should not be read to dictate the manner in which a family distributes the assignments over the independent study period.

19. A parent/guardian shall refrain from documenting any “daily engagement” on a day where a student did not engage in any educational activity required of them by the assignment. Work done on weekends or other days when school is not in session cannot be used to “make-up” weekdays where no “daily engagement” occurred.
20. For the 2021-22 school year only, written agreements may be completed and signed as provided above no later than 30 days after the first day a pupil commences independent study.

## Coversheet

### Voices Academies ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan (revised for 21-22)

**Section:** II. Board Business

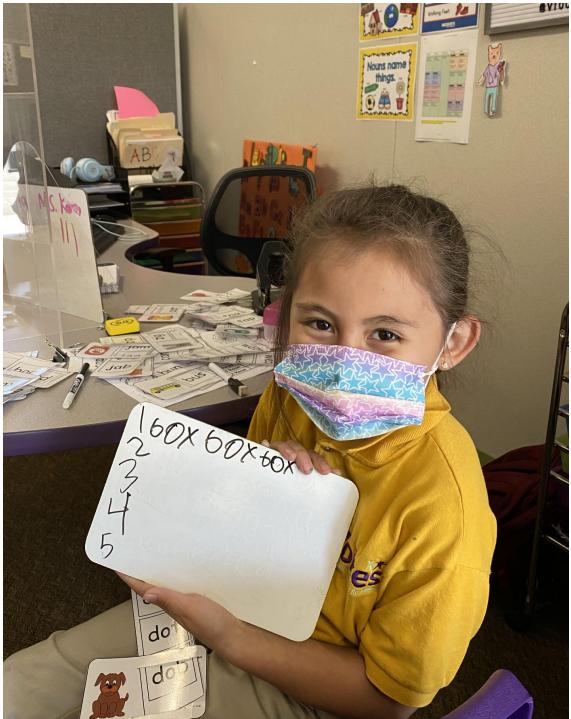
**Item:** D. Voices Academies ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan (revised for 21-22)

**Purpose:** Vote

**Submitted by:**

**Related Material:**

Voices Academies ESSER III Safe Return to In-Person Instruction and Continuity of Services Plan\_ Septmeber 2021.pdf



# 2021-2022 Voices Academies Safe Return to In-Person Instruction and Continuity of Services Plan (ESSER III)

September 2021 (DRAFT)

# Disclaimer

*Voices plans are tentative and can be influenced by a number of factors including:*

- *Changing health and safety guidelines*
- *Updated guidance from state officials*
- *Resource availability and feasibility of safely reopening schools*

*When state or local guidance conflicts, the most stringent guidance shall apply.*

# School Reentry Plan

The 21-22 Voices Academies School Reentry plan replaces the Voices Academies School Reopening Plan (Revised October 2020).

Voices has implemented the following policies:

- COVID-19 Face Covering Policy
- Vaccination paid time off
- COVID Addendum to the School Culture Playbook
- Telecommuting Safety Recommendations
- COVID-19 Interim Teleworking Policy and Agreement
- COVID-19 Employee Expense Reimbursement Policy
- COVID-19 Employee Related Employment Leave Policy

# Introduction and Overview

We have received official guidance for opening schools in the fall from the State of California and the local health departments of each our Voices communities (Santa Clara County, Contra Costa County and San Joaquin County).

There is no perfect approach that will be optimal for everyone, and ultimately we have taken the practical realities of operating a school and the needs of our students, families and staff into consideration. We will continue to be responsive and update our plan as we receive new information or guidance or as the community COVID-19 conditions evolve.

This plan will provide an overview of the following:

- Instructional Model
- General Measures: On campus and classroom procedures
- Healthy Hygiene Practices
- Attendance and Health Screenings
- Student Social-Emotional Well Being
- Cleaning, Disinfection, and Ventilation
- Plan for when a staff member, student or visitor becomes sick

# Assumption #1: COVID-19 Transmission

Key scientific findings have important implications for how we think about infection risk and play an important role in guiding our recommendations for preventing transmission in school. Specifically, these findings suggest:

- that COVID-19 transmission in schools is likely to be less widespread than influenza transmission,
- that transmission risks among younger children appear to be lower than older children.

## Assumption #2: Schools should be prepared for partial or full school closures

As schools prepare to resume in-person instruction, schools should also ensure plans are in place for alternate instruction for students who may need to isolate or quarantine, as well as students who are medically fragile. Schools should also be prepared for the possibility of partial or full school closure, either short-term or for a longer period.

# Vaccinations

COVID-19 vaccination among all eligible students as well as teachers, staff, and household members is the most critical strategy to help schools safely resume full operations.

Vaccination is the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection.

- Visit [vaccines.gov](https://www.vaccines.gov) to find out where teachers, staff, students, and their families can get vaccinated against COVID-19 in the community and promote COVID-19 vaccination locations near schools.

# Staff COVID-19 Testing

The California Department of Public Health issued an order that requires all school staff to either show proof of full vaccination for COVID-19 or be tested at least once per week.

The order requires all public schools to verify vaccination for COVID-19 and have a system for tracking vaccinated staff.

Any unvaccinated or incompletely vaccinated staff will be tested at least once weekly.

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## Testing, Reporting and Response to Suspected or Confirmed Cases

Health officials have stated that COVID-19 will be present in our communities for the foreseeable future until the effective vaccines are widely used. We should expect positive cases of COVID-19 just like there will be cases of influenza this flu season.

Following established preventive measures, identification and communication can help maintain a healthy organization and community.



- Voices has a COVID-19 Liaison who is responsible to responding to COVID-19 concerns.
- Unvaccinated staff are required to have a weekly COVID-19 test.
- COVID-19 test will be available for vaccinated staff who wish to be tested.



- Voices will follow the Response to Suspected or Confirmed Cases and Close Contacts Protocol\*
- County Health Departments have procedures in place for investigating communicable disease cases. Health Departments and Voices COVID Liaison will conduct contact tracing using classroom rosters and information obtained from school personnel through interviews and in coordination with school officials.



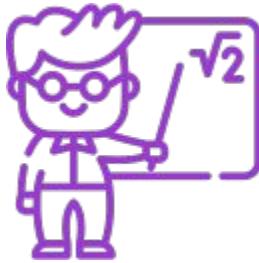
- Students and staff must get tested after they develop one or more COVID-19 symptoms or if one of their household members or non-household close contracts tested positive for COVID-19, per CDC guidance.
- Parents/guardians and staff must notify school administration immediately if the student or staff tested positive for COVID-19 or if one of their household members or non-household close contacts tested positive for COVID-19



- ❑ Communication will vary depending on the specific circumstances of a case in a school community. At a minimum, the affected cohort will be notified. Voices will work with the county public health department to determine next steps and communication.



- ❑ Documentation of negative test results must be provided to school administration for symptomatic individuals.
  
- ❑ In lieu of a negative test result, symptomatic students and staff may return to work/school with a medical note by a physician that provides alternative explanation for symptoms and reason for not ordering COVID-19 testing.



# Instructional Model

Voices highest priority is staff and student safety. We are prepared to implement in person instruction that assures safety **and** student learning.

Additionally, Voices is also prepared to pivot back and forth between models as the COVID-19 situations evolves and the CDE allows.

Voices has developed instructional models that facilitate all COVID-19 scenarios:

**Phase I - Distance Learning**

**Phase II - Bridge Slow Ramp Up**

**Phase III - Hybrid**

**Phase IV - In Person learning**



# Independent Studies for Particular Students (AB 130)

Independent Studies (IS) will be available for the following students:

- Students who are medically fragile and would be put at risk by in-person instruction (*long term IS*)
- Students who are isolating or quarantining because of exposure to COVID-19 (*short term IS*)
- IDEA-eligible students with disabilities "shall not participate in independent study, unless the pupil's individualized education program ... specifically provides for that participation." (Ed. Code §51745(c).)

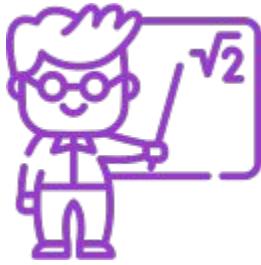
We request that families seeking IS due to medical fragility provide a physician's note supporting such request.



## Independent Studies for Particular Students (AB 130)

Independent Studies is NOT distance learning. Students will receive *some* synchronous learning time and be assigned independent assignments to complete.

**Parents must request a conference with school personnel to determine appropriateness of assigning Independent Studies.**



## Independent Studies for Particular Students (AB 130)

Missed assignments and lack of satisfactory progress triggers evaluation as to whether it is in the best interest of the pupil to remain in Independent Study.

Independent Studies agreements will be reassessed every semester.



## General Measures

- ❑ All adults and students are required to wear face coverings at school indoors and outdoors regardless of immunization status
  
- ❑ Persons with a medical condition, mental health condition, or disability that prevents wearing a mask as well as persons who are hearing impaired may be exempt from mask requirements
  
- ❑ Persons exempt from wearing a face covering due to a medical condition, must wear a face shields with an appropriate seal (cloth covering extended from the bottom edge of the shield and tucked into the shirt collar)



## General Measures

Recent evidence indicates that in-person instruction can occur safely without minimum physical distancing requirements when other mitigation strategies (e.g., masking) are implemented. This is consistent with CDC K-12 School Guidance.

- ❑ Practice physical distancing when feasible.
- ❑ Physical barriers may be installed where physical distancing is not possible.



- Students must leave campus immediately upon dismissal.
- The school will hold large gatherings (e.g. Plaza, field trips) outdoors or cancel.
- Parents and visitors will have limited access to the school campus.
- When possible, keep student cohorts from mixing.
- Modified emergency drill protocols to maintain physical distancing.



- Signage reminding students and staff about physical distancing will be posted in prominent locations throughout each school campus
- Follow disinfection guidelines developed by the California Department of Public Health and the Centers for Disease Control and Prevention for classrooms, workspaces, outdoor spaces, playgrounds, etc.
- Sites will have an isolation room where symptomatic individuals can remain until they can go home.



## Healthy Hygiene Practices

- Students and staff will self-check for symptoms throughout the day. Those who develop signs and symptoms of COVID-19 will be sent home.
- Students will be frequently reminded to avoid touching their face and face covering, and to wash/sanitize their hands often.
- Face coverings and shields should be cleaned and sanitized daily at home.



- Hand-washing stations with soap or 60% ethyl alcohol hand sanitizer will be made available in classrooms and other areas where staff/students are likely to be present.
  
- Provide adequate student supplies to minimize the sharing of high-touch materials and clean between uses if sharing is unavoidable.



- Teach and reinforce washing hands, avoiding contact with one's eyes, nose, and mouth, and covering coughs and sneezes among students and staff.
- Water fountains will be closed. Students must bring a filled water bottle to school each day, clearly labeled with their name.
- All student belongings must be taken home each day (will be disposed of if left)



- Staff will limit communal activities and potlucks or other food sharing.
- Staff are prohibited from eating in break rooms or gathering in any other indoor space for meals.
- Staff professional development will follow physical distancing protocols when feasible or be delivered virtually.



## Attendance and Health Screenings

- ❑ Families and staff are required to take temperatures daily before going to school/work. Anyone with a fever of **100.0** or higher should not go to the school site.
- ❑ Students and staff are required to also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school or work each day.\* Students and staff experiencing those symptoms should not attend school/work.



## Attendance and Health Screening

- ❑ Voices will keep track of truancy and chronic absenteeism rates. DoC and PLs will work with families of truant students to provide support and resources.
- ❑ Voices will implement the Tiered Attendance and Re-Engagement Plan (21-22) for students that are truant, chronically absent or not engaged.



## Parent Square Wellness Check

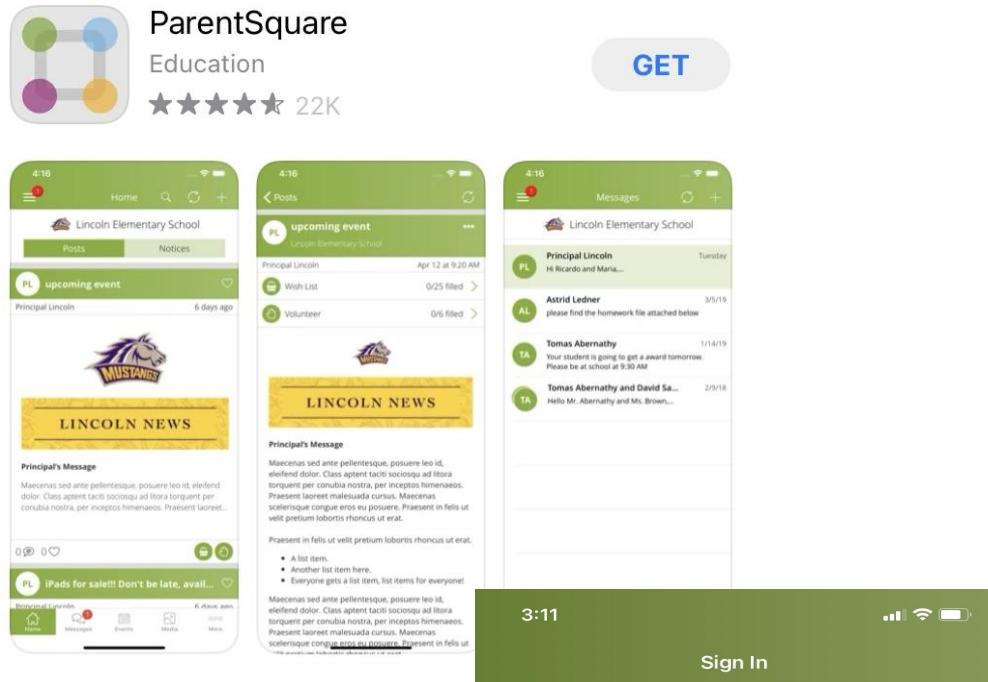
All staff and students are required to complete a daily Wellness Check using Parent Square prior to entering school grounds.



# Parent Square Wellness Check

## Step 1:

- Download ParentSquare
- Create Login  
(you should receive an invitation email from PS)



ParentSquare

email or cell phone number

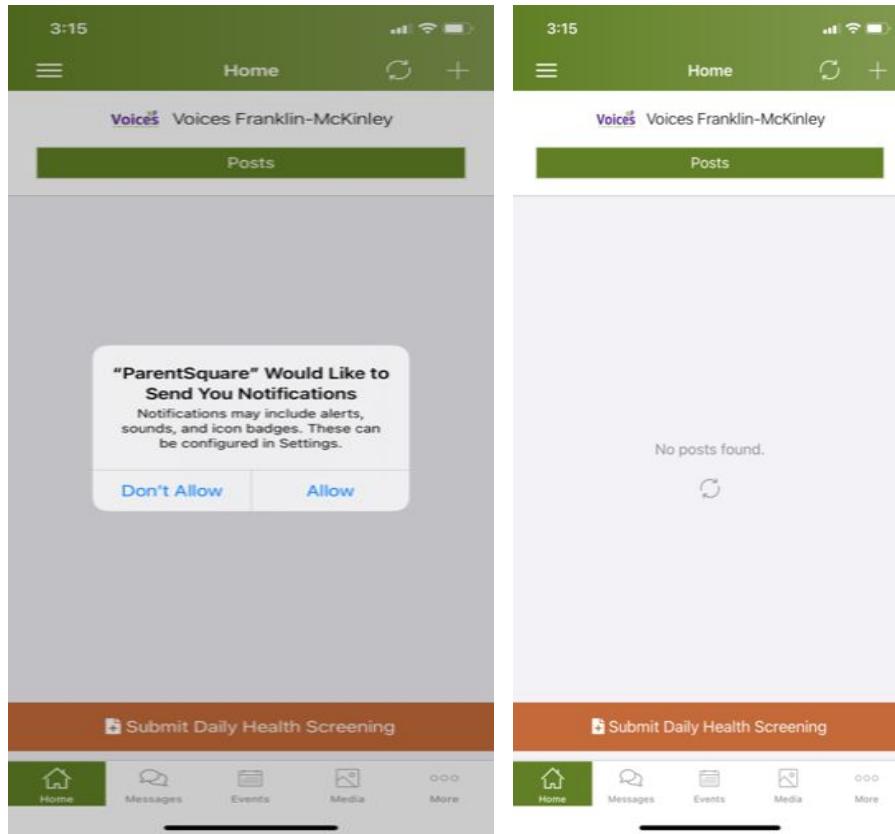
Continue

or

Sign in with Google



# Parent Square Wellness Check



Step 2:  
Allow for  
notifications and  
you can “Submit  
Health  
Screening” at  
the bottom.



# Parent Square Wellness Check

## Step 3:

- Complete the questionnaire
- Type your name and phone # at the bottom for confirmation
- Click “Submit” Form

3:15 Done parentsquare.com AA

### Daily Self-Screening Form

This form will be submitted for Friday, Feb 19

You must complete and submit this form each day before reporting to campus. If the answer to any of the following questions is YES, you must stay home.

[Print Form](#)

This form applies to:

Me, Alyce Rivas

I would like to answer no to all questions

Within the last 14 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?

Yes

No

Do you live in the same household with, or have you had close contact with someone who in the past 14 days has been in isolation for COVID-19 or had a test confirming they have the virus?

Yes

No

Have you had any one or more of these symptoms today or within the past 24 hours? Are these symptoms new or not explained by any other reason?

-Fever (100.0 or higher)

< > [Upload](#) [Edit](#)

3:16 Done parentsquare.com AA

Do you have a temperature of 100.0 or higher?

Yes

No

Electronic Signature Consent

By clicking the 'Submit' button below, I declare that the information I have provided is true

Your Name: Alyce Rivas

Email: arivas@voicescharterschool.com

Phone: \_\_\_\_\_

Electronic Signature: Alyce Rivas

Full name must match exactly as provided to ParentSquare

[Submit](#)

\* COVID-19 symptoms based on CDC recommendations

< > [Upload](#) [Edit](#)



## Cleaning, Disinfection and Ventilation

- ❑ Staff will clean and disinfect frequently high-touched surfaces within the school at least daily and, as practicable, frequently throughout the day.
- ❑ A cleaning and disinfecting schedule is established.



- Increase ventilation by increasing outdoor air circulation (e.g., by opening windows) or using high-efficiency air filters and increasing ventilation rates.
- HVAC systems function properly, maximize air exchanges per hour, maximize outdoor air, and are maintained according to the manufacturer's recommendations.



## Student Social Emotional Well Being

- Social-emotional learning
- Building relationships
- Community-building activities
- Trauma awareness and response
- Increased access to mental health/wellness services
- Deans of Culture (DoC), Parent Liaisons(PL), and/or counselor will provide referrals to resources.



- Addressing current events and societal issues
- DoC and PL will monitor and support student participation / attendance.
- DoC/PL will use a Tiered system for reaching out to the most at-risk students and families.
- Provide parent trainings and workshops.
- Assess students as needed for 504 accommodations.

# Appendix, FAQ, Glossary, References



## Frequently Asked Questions (FAQ)

### Will campuses be required to close again?

Voices has developed a plan for the possibility of repeated closures of groups/cohorts of students, classes, or entire facilities. Just because there is a positive case in a classroom, the entire classroom or school will not necessarily need to be closed.



## **What if someone has been diagnosed with COVID-19, or is waiting for test results, or has cough, fever, or shortness of breath, or other symptoms of COVID-19?**

Stay home until it is safe to be around others. This means 24 hours with no fever (without fever-reducing medication) and symptoms improved, and 10 days since symptoms first appeared. If you live with others, stay in a specific “isolation room” or area and away from other people or pets. Use a separate bathroom, if available.

Staff or students should contact their personal medical provider if a return-to-school/work clearance note is needed since individual health situations may vary.

## **If a parent is diagnosed with COVID-19, will their student need to self-isolate 10 days before returning to school? How will the schools know when the student is okay to return?**

If a student or staff has a household member that tests positive for COVID-19, the student will be ordered to quarantine at home for 10 days. The county health department may issue an order with explicit instructions on quarantine and details on its expiration. If needed, the county health department may provide clearance letters at the end of isolation/ quarantine.



## **Are gloves required?**

Gloves are not recommended for use by students or staff, except for those conducting duties such as cleaning, first aid, medical procedures, or food services.

## **Will extensive classroom cleaning be performed if a student or teacher is diagnosed with COVID-19?**

Yes. Voices will follow the established guidelines put forth by CDC and local health departments.

## Glossary

**Contact**- an individual that has been within 6 ft. of an infected person for 15 minutes or longer, from two days prior to symptoms starting.

**Exposure**- a close encounter with a confirmed or probable COVID-19 case.

\*defined by CDC

# Glossary

**Synchronous**- Live instruction (done in person or virtually)

**Asynchronous**- Recorded online instruction or independent online assignments

**Distance Learning** - also known as online learning, virtual learning, remote learning

# Appendix

## Voices Health Screening for Students and Staff Checklist

**1. Within the last 10 days have you been diagnosed with COVID-19 or had a test confirming you have the virus?**

Yes – STAY HOME and seek medical care.

**2. Within the past 10 days, have you had close contact with someone who has been in isolation for COVID-19 or had a test confirming they have the virus? Close contact is less than 6 feet for 15 minutes or more.**

Yes – STAY HOME and seek medical care and testing.

**3. a. Have you had any one or more of these symptoms today or within the past 3 days?**

- Fever or chills
- Cough
- Loss of taste or smell
- Shortness of breath or difficulty breathing

Yes – STAY HOME and seek medical care and testing.

**b. Have you had any one or more of these symptoms today or within the past 3 days and that are new or not explained by another reason?**

- Fatigue
- Muscle or body aches
- Headache
- Sore throat
- Nausea, vomiting, or diarrhea

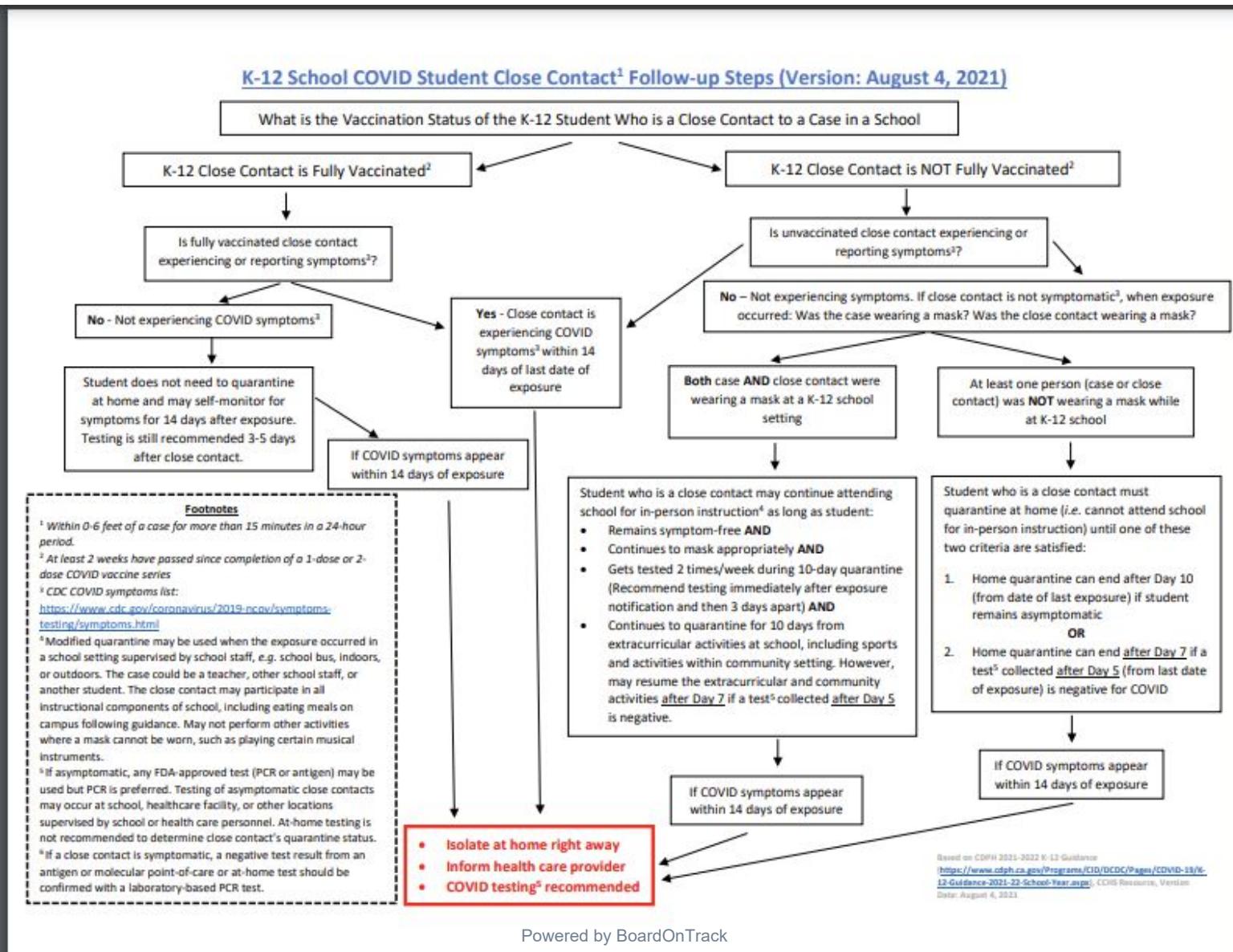
Yes – STAY HOME and seek medical care and testing.

# Response to Confirmed or Suspected COVID-19 Cases and Close Contacts Protocol

## Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts

Scenario	Immediate Steps	Interpreting Results	Return to School/Work
<u>Scenario 1:</u> Individual exhibits one or more COVID-19 symptoms	<ul style="list-style-type: none"> <li>Send student/staff home.</li> <li>Recommend immediate testing.</li> <li>Notify school administration and COVID-19 Designee.</li> <li>Classroom remains <b>open</b>.</li> <li><i>If student/staff is not tested, must obtain medical note (explaining why not tested) OR follow instructions for positive case.</i></li> </ul>	<ul style="list-style-type: none"> <li>If test is <b>negative</b>, stay at home until 24 hours after resolution of fever and other symptoms improve.</li> <li>If test is <b>positive</b>, isolate at home for at least 10 days after the first symptoms started and at least 24 hours after resolution of fever and other symptoms improve. Send out letters.</li> </ul>	<ul style="list-style-type: none"> <li>If <b>negative</b>, return to school 24 hours after resolution of fever and improvement in other symptoms; provide evidence of negative test <b>or</b> medical note explaining why testing was not performed.</li> <li>If <b>positive</b>, can return once full isolation period is completed.</li> </ul>
<u>Scenario 2:</u> Student or staff identified as a Close Contact* to a person who has tested positive for COVID-19  <b>NEW</b> - Fully vaccinated individuals may not be required to quarantine, if they meet certain conditions. See <a href="http://scstayhome.org">scstayhome.org</a> for more info.  A close contact is someone who was <b>within 6 feet of the infected person for at least 15 minutes</b> at any time beginning 2 days before the infected person had symptoms or tested positive.*	<ul style="list-style-type: none"> <li>Send home with instructions to quarantine for 10 days after last exposure.</li> <li>Recommend testing around day 6 after last exposure or, if symptomatic, test immediately. If test done earlier than day 6, repeat test towards end of quarantine.</li> <li>Notify school administration and COVID-19 Designee.</li> <li>Send out appropriate letters.</li> <li>Classroom remains <b>open</b>.</li> <li>All test results should be reported to the school.</li> </ul>	<ul style="list-style-type: none"> <li>If test is <b>negative</b>, quarantine for 10 days and monitor symptoms for 14 days after last exposure to COVID-19 case. If continuously exposed to a case during the case's isolation (e.g. household member), quarantine ends 10 days after the case's isolation period ends.</li> <li>If test is <b>positive</b>, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If <b>never symptomatic</b>, isolate for 10 days after date of positive test.)</li> </ul>	<ul style="list-style-type: none"> <li>Return to school/work once full 10-day quarantine is completed (or if contact became positive, full isolation period is completed).</li> <li>No medical note is needed.</li> <li><b>NOTE:</b> Contacts must <b>self-monitor for symptoms for a full 14 days</b> from last exposure to case.</li> <li><b>If symptoms develop</b> during the 14-day monitoring period, see Test Result Decision Tree for guidance.</li> </ul>
<u>Scenario 3:</u> A student or staff member tests positive for COVID-19 in a cohort or non-cohort setting	<p><b>COHORT – Classroom closes</b></p> <p><u>Case:</u></p> <ul style="list-style-type: none"> <li>Send home with instructions to isolate.</li> </ul> <p><u>Contact:</u></p> <ul style="list-style-type: none"> <li>Send home all members of the class cohort and any other campus close contacts. Then follow SCENARIO 2.</li> <li>Notify school administration and COVID-19 Designee</li> <li>Notify Public Health Department</li> </ul> <p><b>NON-COHORT – Classroom remains open</b></p> <p><u>Case:</u></p> <ul style="list-style-type: none"> <li>Send home with instructions to isolate.</li> </ul> <p><u>Contact:</u></p> <ul style="list-style-type: none"> <li>Use seating chart/roster &amp; staff/student input to determine close contacts to send home. Then follow SCENARIO 2.</li> </ul>	<p><u>Case:</u></p> <ul style="list-style-type: none"> <li>For student/staff whose test is <b>positive</b>, isolate for at least 10 days after symptom onset AND at least 24 hours after resolution of fever AND other symptoms improve. (If <b>never symptomatic</b>, isolate for 10 days after date of positive test.)</li> </ul> <p><u>Contact:</u> FOLLOW SCENARIO 2</p>	<p><u>Case:</u></p> <ul style="list-style-type: none"> <li>Return to school/work once full isolation period is completed.</li> <li>No medical note needed.</li> </ul> <p><u>Contact:</u> FOLLOW SCENARIO 2</p>
<u>Scenario 4:</u> Routine COVID-19 screening (no symptoms)	<ul style="list-style-type: none"> <li>Continue at school/work until results are available.</li> </ul>	<ul style="list-style-type: none"> <li>If <b>negative</b>, no action needed.</li> <li>If <b>positive</b>, FOLLOW SCENARIO 3.</li> </ul>	<ul style="list-style-type: none"> <li>If <b>negative</b>, continue at school/work. No documentation needed.</li> </ul>

# Isolation and Quarantine Guidelines While Awaiting and Receiving COVID-19 Test Results



# Staff Specific Considerations

- Staff received information about the use of available leaves related to COVID-19.
- Non-vaccinated employees are required to get a free COVID-19 test each week.
- Staff will be encouraged to limit use of high-touch, non-essential appliances and materials (bring your own coffee, water, lunch in a cooler bag vs. using the fridge, limit use of microwave, etc.)
- Staff will be encouraged to have lunch outdoors maintaining social distancing or in their classroom.
- Staff will be asked to wipe down shared equipment (copy machine, microwave, etc.) with disinfecting wipes before/after each use.

# References

[California Department of Public Health August 2, 2021 Letter](#)

[California Department of Public Health K-12 Schools Guidance  
2021-2022 Questions and Answers](#)

[CDC Guidance for COVI-19 Prevention in K-12 Schools](#)

[COVID School Grid](#)

[UCSF - HEARTS Trauma Informed Principles for Promoting School  
and Community Success](#)

[COVID-19 Industry Guidance](#)