Voices College-Bound Language Academies

Board Meeting

Date and Time

Tuesday October 29, 2024 at 3:00 PM PDT

Location

715 Hellyer Ave., San Jose, CA 95111
14271 Story Rd., San Jose, CA 95127
201 28th St., Richmond CA 94804
321 E. Weber St., Stockton CA 95202
16505 Monterey Rd, Morgan Hill, CA 95037
40 Henderson PA, Palo Alto, CA 94306

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
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.

---

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 #205. 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 Felipe Deguer a (669) 208-5641
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.

Note:
SPANISH TRANSLATION: If you need Spanish audio translation in order to access the Voices Board meeting, please send a request to fdeguer@voicescharterschool.com or call Felipe Deguer a (669) 208-5641 at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish and would like us to translate to English for the Board, please send a request to fdeguer@voicescharterschool.com or call Felipe Deguer at (669) 208-5641 Ex 1052 at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a fdeguer@voicescharterschool.com o llame a Felipe Deguer a (669) 208-5641 por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a fdeguer@voicescharterschool.com o llame a Felipe Deguer a (669) 208-5641 por lo menos 24 horas antes del inicio de la reunión.

Agenda

		Purpose	Presenter
I.	**Opening Items**		
	Opening Items		
A.	Record Attendance and Guests		Kim Wisckol
B.	Call the Meeting to Order		Kim Wisckol
C.	Approve Order of Agenda	Vote	Kim Wisckol
D.	Public Comment (on items not on the Agenda)		

PUBLIC COMMENTS OF PERSONS DESIRING TO ADDRESS THE BOARD
SUBMIT PUBLIC COMMENT: http://bit.ly/voices-public-comment
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.

II.	**School Presentation**		
A.	VCBLA Morgan Hill	FYI	Vicky Lopez
III.	**Board Business: Consent Items**		
A.	Approve Minutes	Approve Minutes	

Approve minutes for Annual and Regular Board Meeting on August 9, 2024

B.	Approval of Overnight Science Camp Field Trip	Vote	

Overnight Science Camp field trip provides students with an immersive learning experience focused on environmental science, teamwork, and personal growth.

Details:

- **Dates**: May 27-30, 2025 (4 days)
- **Schools & Attendance**:
  - Voices Flagship: 48 students
  - Voices WCC: 46 students
  - Voices Morgan Hill: 40 students
  - Voices Mount Pleasant: 24 students

Purpose Presenter

◦ Voices Stockton: 15 students

C. Contract Approvals Vote

Paycom - Added Performance Management Module
Walden West - Science Camp Field Trips

D. Contract Ratification Vote

Leveled Talent - COO Candidate Search
Mariposa - Student Recruitment Support Services
School Mint 2024-2025 Services and Added the Enrollment and Re-Enrollment Modules for 2024-2025

E. Voices Safety Plan Update Vote

The Safety Plan has been updated to include a comprehensive opioid response plan, in compliance with SB 10. This addition addresses necessary protocols for opioid-related emergencies and reflects recommendations from our legal counsel to ensure adherence to legal standards and best practices. These updates aim to enhance preparedness and safety measures across all campuses.

F. Family Handbook - Update to Head Lice Management Practices Vote

The head lice management practices have been revised to align with the latest recommendations from the California Department of Public Health (CDPH) and the Centers for Disease Control and Prevention (CDC). These updates ensure that our procedures reflect current best practices, prioritize student health and safety, and minimize unnecessary disruptions to learning.

G. Update to Site Leader Vacation Practices - Employee Handbook Vote

The objective of this update is to ensure consistent site leadership presence on campus during the summer months to support critical activities such as summer school, student recruitment, and enrollment. Currently, all site leaders take time off during the last two weeks of June simultaneously, which can create gaps in leadership coverage. To address this, we propose providing site leaders 64 hours of vacation time instead of eight non-holiday days at the end of June. The 64 hours can be scheduled rotating to be coordinated and approved at the site by the principal. This adjustment will allow for more flexibility in planning vacations while ensuring that key summer activities are adequately supported.

		Purpose	Presenter
IV.	**Board Business: Discussion/Action Items**		
A.	Voices Academic Update	FYI	Elizabeth Aguilar
B.	Committee/Work Group Goals & Updates Academic Achievement Working Group Board Effectiveness Group Finance Committee	FYI	Committee/Working Group Chairs
C.	Update of Committee Membership The Chief Executive Officer recommends adding Jaime Mata, Interim COO, to the Board Finance Committee.	Vote	Kim Wisckol
D.	COO Update	FYI	Jaime Mata
E.	Approve Unaudited Actuals for Voices FS, MH, MP, ST, and WCC	Vote	Jaime Mata
V.	**Closed Session**		
A.	CONFERENCE WITH LEGAL COUNSEL--EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9) Name of case: (Voices v. Arch Insurance Company, Santa Clara County Superior Court Case No: 22 CV 399500)	Discuss	
B.	CONFERENCE WITH LABOR NEGOTIATORS -- Unrepresented employee: CEO	Discuss	Kim Wisckol
C.	Public Employee Performance Evaluation -- Chief Executive Officer (Pursuant to Gov. Code Section 54957(b)(1).)	Discuss	
VI.	**Reconvene Open Session**		
A.	Report on action taken in closed session	FYI	Kim Wisckol

		Purpose	Presenter
VII.	**Board Business**		
A.	CEO Contract	Vote	Kim Wisckol
VIII.	**Closing Items**		
A.	Adjourn Meeting	Vote	Kim Wisckol

Coversheet

Approve Minutes

Section: III. Board Business: Consent Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Annual and Regular Board Meeting on August 9, 2024

APPROVED

Voices College-Bound Language Academies

Minutes

Annual and Regular Board Meeting

Date and Time
Friday August 9, 2024 at 12:00 PM

Location
715 Hellyer Ave., San Jose, Ca 95111
14271 Story Rd., San Jose, Ca 95127
201 28th St., Richmond CA 94804
321 E. Weber St., Stockton CA95202
17740 Peak Ave., Morgan Hill, CA 95037

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
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.

---

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 #205. 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 Felipe Deguer at fdeguer@voicescharterschool.com.
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.

Note:
SPANISH TRANSLATION: If you need Spanish audio translation in order to access the Voices Board meeting, please send a request to info@voicescharterschool.com at least 24 hours before the start of the meeting. If you would like to make a public comment in Spanish and would like us to translate to English for the Board, please send a request to info@voicescharterschool.com at least 24 hours before the start of the meeting.

Si necesita traducción de audio al español para acceder a la reunión de la Mesa Directiva de Voices, envíe una solicitud a info@voicescharterschool.com por lo menos 24 horas antes del inicio de la reunión. Si desea hacer un comentario público en español y desea que lo traduzcamos al inglés para la Mesa Directiva, envíe una solicitud a info@voicescharterschool.com por lo menos 24 horas antes del inicio de la reunión.

Directors Present

A. Miller, D. Koren, J. Nguyen, K. Wisckol, P. Carreño, S. Sandoval

Directors Absent
None

Guests Present
A. Ramirez, F. Deguer

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 Friday Aug 9, 2024 at 12:00 PM.

C. Approve Order of Agenda

K. Wisckol made a motion to approve the order of the agenda.
J. Nguyen seconded the motion.
The board **VOTED** unanimously to approve the motion.

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

There was no public comment.

II. Board Business Discussion/Action Items

A. Appoint New Board Members

P. Carreño made a motion to approve Maricruz Ruiz to become a Voices Board member.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.
D. Koren made a motion to approve Sofia Rocha to become a Voices Board member.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Board Business: Consent Items

A. Approve Minutes

K. Wisckol made a motion to approve the minutes from Board Meeting on 06-25-24.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

B.

Approve Consent Agenda Items: Contract(s) Over $15,000, 24-25 Bell Schedules for Voices FS, WCC, MP, MH and Stockton, 24-25 Instructional Minutes for Voices FS, MH, MP, WCC, ST, Safety Plan, Revised Policies

K. Wisckol made a motion to approve the consent agenda items.
A. Miller seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. Board Business: Discussion/Action Items

A. Review Board Roles and Responsibilities

Pedro Carreño guided the Board members in a review of the Board's roles and responsibilities. The Board members made recommendations to update the roles and responsibilities documents. The Board Function working group will support in making the updates.

B. Set Board Goals

Pedro Carreño proposed that the Board set its goals by focusing on the following key areas:

1. **Academic Program**
    1. Establish an academic working group.
    2. The board better understands academic priorities and plans.
    3. Shares status of key academic priorities.
    4. Receiving academic performance is a standard part of meetings and benchmarks.
2. **Strategic Visioning and CEO Support**
3. **Facilities**
4. **Finance & Governance**
5. **Development**
6. **Renewal Process**
7. **Board Responsibilities**
    1. Fiscal responsibility/funding alignment.
    2. Academic progress.
    3. Assessment systems.
    4. Personal development.
8. **Relationship with Families**
9. **Community and Stakeholders**

10. **Committee Responsibilities**
    1. Every committee meets at least once a month and reports back.

    2. Every committee is responsible for meeting the report.

The Board will determine which goals should be assigned to specific committees and working groups and integrate them into each their responsibilities and priorities.

Board Goals for SY 24-25

1. Committees and working groups meet, requesting board engagement where appropriate and reporting progress at board meetings.
2. Establish an academic working group to understand better and support academic priorities.
3. Enhance board members' ability to engage in work supporting the organization's work.
    1. Families, district partners, local organizations/businesses, etc.

    2. At board meetings, folks are reporting back on meetings they've had connected to the board.

In addition, both Judy Nguyen and Pedro Carreño recommended that the Board conduct a thorough review of the current committee and working group structures, including specific committee and working group goals and overall responsibilities.

Judy Nguyen also suggested that each committee convene between Board meetings to discuss key topics and monitor progress to be reported at the subsequent Board meeting.

C. Elect New Officers

S. Sandoval made a motion to appoint Kim Wisckol as Board Chair for the 2024-2025 school year.
P. Carreño seconded the motion.
The board **VOTED** unanimously to approve the motion.
K. Wisckol made a motion to appoint Pedro Carreño as Board Vice-chair for the 2024-2025 school year.
S. Sandoval seconded the motion.
The board **VOTED** unanimously to approve the motion.
K. Wisckol made a motion to appoint Felipe Deguer as Board Secretary for the 2024-2025 school year.
J. Nguyen seconded the motion.
The board **VOTED** unanimously to approve the motion.
D. Koren made a motion to appoint Alice Miller as Board Treasurer for the 2024-2025 school year.

K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Brown Act and Conflict of Interest Training for Charter School Board Members

Janelle Ruley, from YMC, trained the Board on the Brown Act and Conflict of Interest for charter school Board members.

E. Renewal Process Update

Janelle Ruley, from YMC, presented information on the new charter school charter renewal process.

F. Form Board Advisory Committees

K. Wisckol made a motion to approve the slate of advisory committees and working groups.
P. Carreño seconded the motion.
Work Groups-

Academic Working Group: Judy Nguyen, Pedro Carreño, Sofia Rocha

Board Effectiveness Working Group: Maricurz Ruiz, Dena Koren, Judy Nguyen, Pedro Carreño

Standing Committees-

CEO Evaluation Committee: Servando Sandoval, Kim Wisckol, Pedro Carreño

Finance Committee: Maricruz Ruiz, Alice Miller, Ian Connell, Kim Wisckol

Audit Committee: Aldo Ramírez, Dena Koren, Servando Sandoval

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

G. Set Committee Goals

The board agreed to allow the committees and work groups to draft goals for the year, with a plan to present them at the October meeting.

H. Adopt Board Meeting Schedule

P. Carreño made a motion to adopt the Board meeting schedule with the October meeting being held on October, 29, 2024.
K. Wisckol seconded the motion.

Board meeting dates:

October 29, 2024
December 12, 2024
March 6, 2025
June 5, 2025
June 24, 2025

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

I. Readopt Board Code of Ethics Resolution

A. Miller made a motion to readopt the Board Code of Ethics Resolution.
D. Koren seconded the motion.
Aldo Ramírez reviewed the Board Code of Ethics policy.
The board **VOTED** unanimously to approve the motion.

J. Finance Training

Josh Kemp, from EdTec, provided training to the Board's fiduciary responsibilities.

K. Voices Academic Team Update

The academic update was postponed until the October meeting.

V. Reconvene Open Session

A. Report on action taken in closed session

Servando Sandoval reported that no action was taken during the closed session.

B. Review and Possible Approval of Employment Agreement for Chief Executive Officer

D. Koren made a motion to approve a 3% raise for the CEO, contract to be ratified during the October Board meeting.
K. Wisckol seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Closing Items

A. Adjourn Meeting

K. Wisckol made a motion to adjourn the meeting.
P. Carreño seconded the motion.
The meeting was adjourned at 5:10 pm.
The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:10 PM.

Respectfully Submitted,
S. Sandoval

Coversheet

Contract Approvals

Section: III. Board Business: Consent Items
Item: C. Contract Approvals
Purpose: Vote
Submitted by:
Related Material: 2024-2025 Voices Walden West Agreement (1).pdf
Voices Paycom PM .pdf

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
Voices College-Bound Language Academies

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Voices College-Bound Language Academies (the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.

1. Overview

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in classes in outdoor science education and conservation education. Pursuant to the provisions of Education Code Section 8763, SCCOE may enter into agreements with governing boards of school districts or private schools in order to provide programs and classes in outdoor science education and conservation education for students of the District or private school.

2. Goals

☒ Improve access to inclusive, equitable, high-quality education.
☒ Provide quality support to districts, schools, students, and communities.
☒ Be a premier service organization.

3. Responsibilities

3.1. The Agency Responsibilities:

The Agency, as a participant in the outdoor science and conservation education program, shall perform the following:

- The Agency shall recruit and provide for the attendance of students in the Walden West program.
- The Agency agrees to participate with a minimum number of students as set forth in **Exhibit I** and further agrees to pay the amount as listed in Section 5. The Agency will provide SCCOE the correct account structure to be invoiced accordingly.
- The Agency shall provide at least one (1) classroom teacher for each class of thirty-six (36) or fewer students scheduled to participate in the Walden West program. The teacher is the authorized representative of the Agency at Walden West.
- The Agency is responsible for the health and safety of Agency students during the entire period that the students are participating in the program, including the time the students are in transit to or from Walden West.
- The Agency is responsible for managing the health care needs of students with diabetes, seizures, and other health-related concerns. This includes providing a parent or nurse during the periods of need while attending Walden West—on a 24-hour basis if the student will be living at the outdoor education facility around the clock. If a special education student, student with a disability, or on a 504 plan is receiving unique or one-on-one services, the Agency must provide the same services at the outdoor

Santa Clara County Office of Education

education facility. Examples of such individualized support include, but are not limited to, one-on-one assistance, assisting students in wheelchairs, providing interpreters for deaf and partial-hearing students, specialized medical assistance or a recurring need for medical observation, and aiding students who need assistance showering, toileting, dressing, and eating.

- The Agency shall ensure that the school nurse, other duly qualified supervisor of health, or site administrator verifies that the students' medications are in order and that they match their Walden West Medication Forms prior to the students being transported to Walden West.
- The Agency shall provide at least one (1) cabin leader for every twenty (20) students who will fully participate in the week-long program and supervise students in the cabins during residence at Walden West. All 18 and older cabin leaders and chaperones must comply with item 3.3. The Agency will work closely with the Environmental Education Liaison/Recruiter to have parents/adults processed and ready to fill in as cabin leaders as needed. It can take up to three weeks to get processed.
- The Agency shall fill out and return the Walden West Confirmation Form confirming the number of students, teachers, chaperones, and cabin leaders who will participate at least four (4) weeks prior to the event.
- The Agency will assign students to cabins for residence based on a cabin plan sent by Walden West.
- The Agency shall provide Walden West with the following lists two (2) weeks prior to arrival: dietary restrictions list, special needs/health concerns list and night concerns list, all of which are on the School Information Google Sheet.
- The Agency shall provide Walden West with the School Information Google Sheet and cabin lists no later than the Wednesday prior to arrival.
- The Agency will provide an UltraCamp registration link to families so that they can register their students for science camp and complete any optional dietary and health-related documents in the UltraCamp Document Center no later than the Wednesday prior to arrival.
- The Agency shall provide Walden West with an accurate list of program participants names upon arrival. The list shall indicate the name(s) for the teachers(s) who will supervise the students while at Walden West, and any adult chaperones and cabin leaders. Chaperones/cabin leaders over the age of 18 must comply with item 3.3.
- The Agency shall provide transportation to and from Walden West for all students, teachers, and other personnel from the Agency participating in the Walden West program. Transportation shall be scheduled to ensure the arrival of the participants between 9:30-10:00 a.m. on the first day and departure by 11:30 a.m. on the departure date as specified.
- The Agency must provide alternate transportation if a family is unable or unwilling to transport their child home due to communicable disease, live lice, or disciplinary action. If the Agency fails to provide transportation for students whose parents are unable or unwilling pick up their child, the outdoor school shall charge the district for the round-trip mileage of the vehicle used to transport the child home, and for the overtime hourly rate of two outdoor school staff members who transport and accompany the child home.
- The Agency shall observe the regulations and responsibilities as set forth **in Attachments "A" and "B".**
- The Agency shall have on file a signed field trip authorization from the parent or guardian of each student participating in the Walden West program. SCCOE reserves the right to request copies of the field trip forms.

3.2. <u>The SCCOE Responsibilities:</u>

- Provide a food service program for students, teachers, and other participants in the Walden West

Santa Clara County Office of Education

program. Meals and food services on days specified as follows:

Day 1: Dinner meal
Day 2: Breakfast, lunch, snack, and dinner meal
Day 3: Breakfast, lunch, snack, and dinner meal
Day 4: Breakfast, lunch, snack, and dinner meal*
Day 5: Breakfast*

*Participants of a 3- or 4-day program receive only breakfast on the last day.

- All electricity, lights, heat, and water.
- Facilities that are in good repair and in safe and habitable condition.
- Personnel and resources necessary to implement the Program.
- Communicate with participating Agency's schools regularly regarding the operation and curriculum of Walden West.
- Develop the official calendar each school year which establishes the period of service and the number of students for each School which will participate in the Walden West program.
- Provide curriculum materials for all participants of the Walden West program and tools for teachers/coordinators to prepare for camp.
- Provide first aid facilities and supplies for minor injuries or illnesses

3.3. Volunteer/Chaperone/Visitor/Employee Fingerprinting And TB Clearance:

During the entire term of the Agreement, the Agency, its employees and all subcontractors, (nurses, health aides), interns, parent/guardian chaperones, and volunteers over the age of 18, shall fully comply with the provisions of the Education Code Section 45125 and Education Code section 49406 regarding DOJ, FBI fingerprinting background checks and tuberculosis. Fingerprint clearance dates and proof that adults are negative for TB are required prior to their arrival on campus.

The Agency's subcontractors (nurses, health aides, one-on-one aides), interns, parent/guardian chaperones, and volunteers (but not its employees) must print at the SCCOE or use the SCCOE LiveScan Form if printing at a different location. SCCOE will provide the LiveScan fingerprinting background service for the Agency for a fee of $74; schools will be billed for any adult that prints regardless of their participation or clearance status.

3.4. Visitors:

Any additional school staff, contractors, aides, nurses, parents or adults (other than scheduled classroom teachers) who plan to be on the Walden West campus must be approved in advance by the school principal and the Director of Environment Education at Walden West.

4. Duration of Agreement

This Agreement begins on August 26, 2024 and ends on June 30, 2025.

5. Articulation of Monies/Compensation

Unless otherwise agreed in writing, Agency shall pay SCCOE after completion of a school's week at the Walden West and upon receipt of invoice(s) as specified below. It is understood and agreed that payment to SCCOE for participation at Walden West shall be made for each participant. Payments are due within forty-five (45) days of the date of invoice. If Agency's funds are used, Agency shall submit a Purchase Order for participation at Walden West. Or make checks out to Walden West.

The required per-Student, Teacher, or Aide charge is:

Santa Clara County Office of Education

- Four Hundred Twenty Five ($425) for four (4) days
- Five Hundred ($500) for five (5) days

Payment for Agency's visitors will be included on the invoice from SCCOE to the Agency. The Director of Environmental Education at Walden West must pre-approve all visitors to the program three (3) weeks prior to visit. Charges for Agency's visitors to Walden West are as follows:

- Meals: $12.00/each
- Lodging: $64.00/per day

The costs as specified in this Section are one (1) week costs. A week is defined as the period beginning with dinner following the participants arrival on Day 1 and ending with breakfast on the last day of the program.

Reimbursement for Damages:

The Agency shall reimburse SCCOE for any damages resulting from the use of Walden West facilities and equipment, normal wear and tear excluded. Reimbursement shall be based upon the actual cost of materials, parts and labor required for repair or replacement. Payment shall be made upon receipt of an itemized invoice.

6. Data Sharing/Confidentiality

The services performed under this Agreement include the sharing of non-publicly available employee or student data.

☐ Yes, Data Sharing agreement/form attached

☒ No

7. Cancellation/No Shows/Refunds

- In the event the Agency must cancel participation in the Walden West program, the Agency must provide SCCOE with sixty (60) days advance notification in writing to the Director of Environmental Education at Walden West. If such proper written notification is not provided, SCCOE may charge the Agency up to Eighty Percent (80%) of the original amount to provide for irrecoverable costs.
- In the event that 10% to 20% of the number of students will not participate in the Program, the Agency shall give the Director of Environment Education at Walden West at least thirty {30) days prior written notice. Otherwise, the Agency shall be liable and will be billed for those program costs for each non-attending student if not notified as indicated above. If more than 20% of the students are absent, the Agency shall be liable and be billed for the program costs.
- No refunds will be given after a student's arrival at Walden West in cases of homesickness, dismissal for discipline or voluntary withdrawal.
- Students who leave camp for medical reasons for two (2) days or more will receive a pro-rated refund.

8. Termination

This Agreement may be terminated by SCCOE upon sixty (60) days advance written notification.

9. Other Terms

9.1. Entire Agreement: This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the

Santa Clara County Office of Education

Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

9.2. Amendments: This Agreement may only be amended by a written instrument signed and acknowledge by the Parties.

9.3. Independent Agency: While performing its obligations under this agreement, the Agency is an Independent Agency and not an officer, employee, or agent of SCCOE. The Agency shall not at any time or in any manner represent that it or any of its officers, employees, or agents are employees of SCCOE. The Agency warrants its compliance with the criteria established by the U.S. Internal Revenue Service (1.R.S.) and the California Employment Development Department (EDD) for qualification as an Independent Agency including, but not limited to, being hired on a temporary basis, having some discretion is scheduling time to complete contract work, working for more than one employer at a time, and acquiring and maintaining its own office space and equipment.

9.4. Integration: This agreement, including all attachments and exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties, and obligations with respect to the transaction discussed in the agreement and supersedes all prior agreements, understandings, and commitments, whether oral or written.

9.5. Severability: Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

9.6. Third-Party Beneficiaries: This Agreement does not, and is not intended to, confer any rights or remedies upon any person or entity other than the Parties.

9.7. Assignment: No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.

9.8. Use of SCCOE Name and Logo for Commercial Purposes: Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.

9.9. Governing Law, Venue: This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

9.10. Non-Discrimination And Non-Segregation: During the performance of this Agreement, both parties hereby agree to comply with all Federal, state, and local laws respecting non-discrimination in employment and non- segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

9.11. Tobacco-Free Workplace: When at SCCOE-owned or SCCOE--leased buildings, both parties hereby agree to comply with the Santa Clara County Office of Education's Policy 3513.3 which states: The County Board recognizes the health hazards associated with smoking and the use of tobacco products including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco products at any time in SCCOE-owned or leased buildings, on SCCOE property and in SCCOE vehicles.

9.12. Alcohol And Drug-Free Workplace: Both parties hereby certify under penalty of perjury under the laws

Santa Clara County Office of Education

of the State of California that School will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Santa Clara County Office of Education's Alcohol and Drug-Free Workplace Policy 4020.

10. Insurance/Hold Harmless

10.1 Insurance: The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office. The Agency shall maintain such general liability, property damage, workers' compensation, and auto insurance as is required to protect The Agency and SCCOE as their interests may appear. Certificates of Insurance will be made available to the SCCOE upon request.

The SCCOE does not provide Accident/Illness insurance for participants. Each student is responsible for providing their own coverage.

10.2 Indemnification: Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

11. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement.

12. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed agreement, or an electronically signed agreement, has the same force and legal effect as an agreement executed with an original ink signature. The term "electronic copy of a signed agreement" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed agreement in a portable document or other format. The term "electronically signed agreement" means an agreements that is executed by applying an electronic signature using technology approved by SCCOE.

Santa Clara County Office of Education

SCCOE:		**Voices College-Bound Language Academies:**	
By:	Signature of Authorized SCCOE Official	By:	Signature of Authorized Agency Official
Name:	Teresa Shipp	Name:	Deanna Flores
Title:	Assistant Superintendent of Educational Services	Title:	Chief Culture Officer
Date:		Date:	
Address:	SCCOE 1290 Ridder Park Dr. San Jose, CA 95131	Address:	6840 Via del Oro, Ste. 160 San Jose, CA 95119
Phone:	408 573-3052	Phone:	408 772-6945
Email:	mbobias@sccoe.org	Email:	dflores@voicescharterschool.com

For Contracts Office/Risk Management use only:

RM#:

Date: Signature:

v. 6.2023

Santa Clara County Office of Education

ATTACHMENT "A"

WALDEN WEST OUTDOOR SCIENCE SCHOOL

REGULATIONS "USE OF"

The aesthetic beauty and educational values of Walden West are due to its relatively undamaged natural area. Please use pathways and avoid walking on grass or plants.

All visitors to Walden West are requested to observe the following regulations in order that this facility may be enjoyed for years to come.

- **Alcohol/Drugs:** The possession or use of alcoholic beverages or illegal drugs and narcotics is prohibited.
- **Firearms/Fireworks:** The possession of firearms, knives, air guns, and fireworks is prohibited.
- **Smoking:** Smoking is not permitted on Walden West grounds at any time.
- **Plants:** The mutilation, destruction, or removal of any plant material is prohibited.
- **Animals:** The destruction or removal of any animal is prohibited.
- **Geological and Archaeological Features:** The removal of geological, paleontological (fossil), archaeological or historical features or objects is prohibited.
- **Hunting/Fishing:** Hunting and fishing are prohibited.
- **Trails:** Hikers are required to confine their hiking to trails provided for that purpose.
- **Vehicles:** The speed limit is 5 miles per hour on all facility roads. Vehicles can be operated only on designated roads and must be parked only in designated areas.
- **Dogs:** No dogs are permitted.
- **Waste Disposal:** Trash and recyclables must be put in proper containers.

Santa Clara County Office of Education

ATTACHMENT B

WALDEN WEST OUTDOOR SCIENCE SCHOOL

POLICIES REGARDING CLASSROOM TEACHERS

1) The teacher shall accompany each class of students in attendance at Walden West Outdoor Science School. One (1) teacher for each class unit of thirty-six (36) students or fewer.

2) The teacher shall be subject to the following regulations during the period of time that their class attends Walden West Outdoor Science School.

3) The teacher shall be available for consultations involving their class except in the following situations:

4) Family Emergency: Teachers may be absent for short periods of time in case of unforeseen emergencies involving family members. In this event, the teacher shall notify the Director of Environment Education at Walden West of the nature of the emergency and where he/she may be reached if needed. The principal shall be notified of the teacher's absence.

5) Illness or Injury: In the event the teacher becomes unable through illness or injury to continue to participate in the program, the Agency shall provide a certificated teacher as a substitute.

6) Professional Responsibilities:

i) If a teacher is to be absent for professional responsibilities at any time, the principal of their school shall notify the Director of Environment Education at Walden West of this in writing, indicating the nature of the absence and the person who will substitute in that teacher's absence.

ii) The teacher shall actively participate in the Walden West educational program to the best of their abilities.

iii) The teacher shall assume responsibility for students from their class. This includes but is not limited to the following: instruction, discipline and the health and welfare of the students.

iv) The teacher shall participate as a working team member with the Walden West staff during all class periods and field trips.

v) The teacher shall confer with the outdoor school staff to seek solutions to problems encountered by students in their class.

vi) The teacher shall prepare adequately for and teaching/facilitating during those periods when they are solely responsible for class/school meetings at the outdoor school.

vii) Family members of the classroom teacher are not permitted to accompany nor visit them at Walden West.

The Director of Environment Education at Walden West shall inform the school in writing regarding any deviations from these policies by classroom teachers.

v. 6.2023

Santa Clara County Office of Education

EXHIBIT I

WALDEN WEST OUTDOOR SCIENCE SCHOOL

ATTENDING

SCHOOL NAME(S)	WEEK OF (DATES)	# of DAYS PROGRAM	# of STUDENTS
Voices Flagship	May 27-30, 2025	4	48
Voices WCC	May 27-30, 2025	4	46
Voices Morgan Hill	May 27-30, 2025	4	40
Voices Mount Pleasant	May 27-30, 2025	4	24
Voices Stockton	May 27-30, 2025	4	15

Voices College Bound Language Academies Performance & Compensation Management





THE WHY BEHIND PERFORMANCE REVIEWS

- **Setting goals**

  Performance reviews help employees create objectives and set SMART goals. SMART goals can improve workflow, decrease stress, and increase engagement.

- **Identifying strengths**

  Performance reviews help identify an employee's skills, knowledge, and talents. Positive feedback can help employees build confidence and feel ready for new challenges.

- **Improving performance**

  Performance reviews help identify areas for improvement and develop plans to improve them.

- **Encouraging professional development**

  Performance reviews can help employees learn how to evaluate their own abilities and grow in their careers.

- **Boosting morale and motivation**

  Regular feedback can make employees feel recognized and valued for their efforts.

- **Increasing productivity and efficiency**

  Performance reviews can help employees improve their productivity and efficiency, which is important for meeting deadlines and achieving organizational goals.

- **Developing skills**

  Performance reviews can help employees develop skills like communication, problem-solving, customer service, leadership, time management, and budgeting.

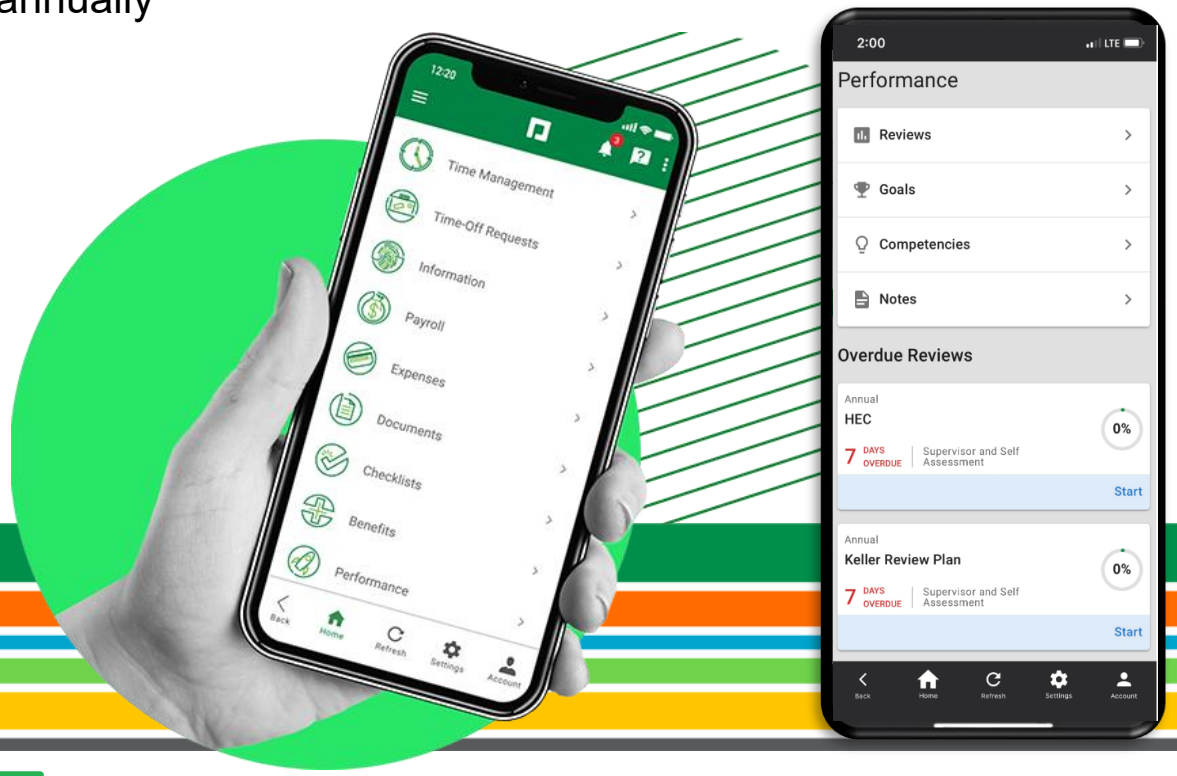
ADOPTION + USAGE

VOICES EMPLOYEES ALREADY USE PAYCOM

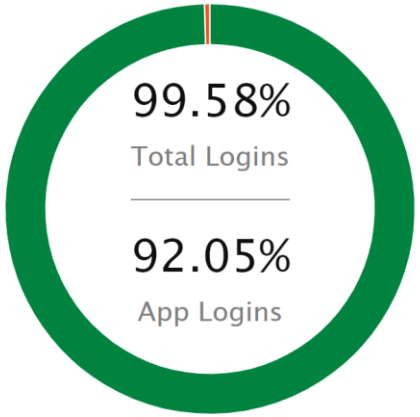
99.58% have logged in

92% of total log-ins are from the mobile app

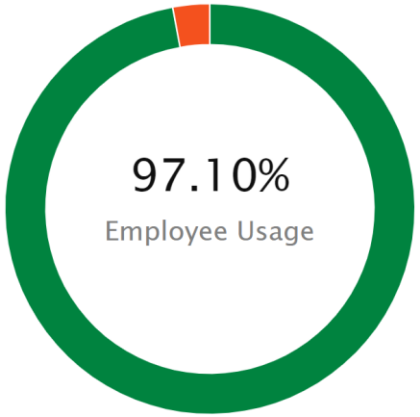
99.36% Employee Usage, Resulting in $368,734 savings annually



Employee Self-Service® Logins



Employee Usage Score



BUSINESS IMPACT



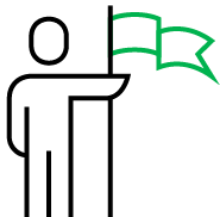
Current State

- No performance reviews are run formally, so employees don't have consistent feedback
- Not all employees are getting reviews- maybe low performers but not the middle/top
- No formal way of tracking raises based on performance
- Employees have no consistent way of knowing how they're performing



If Nothing Changes

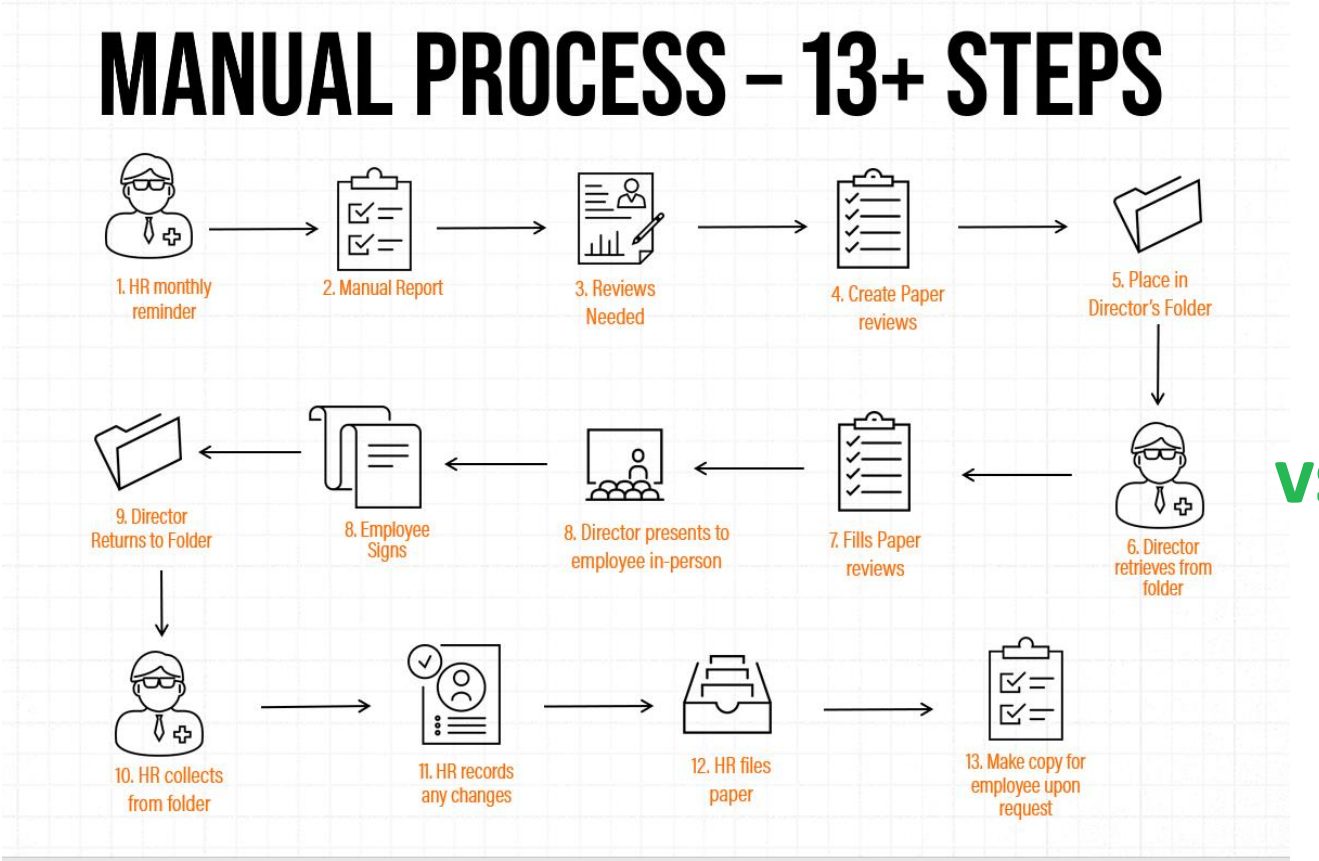
- Up to school by school how employees are measured
- Employees not receiving timely & effective feedback
- Disconnect between employees and managers on execution of job duties
- Employees are given raises based on leader's judgment



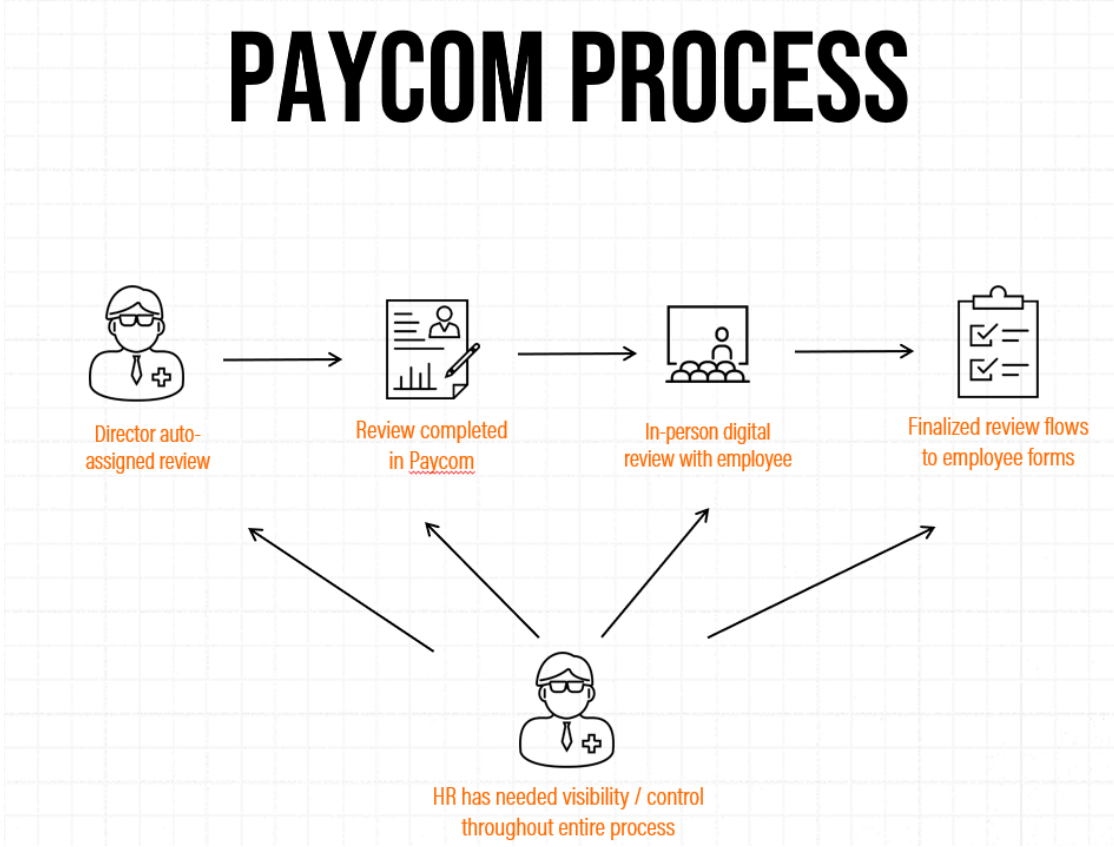
Future State

- Employees know exactly what their performance expectations are there
- If improvement is needed, there is a clear structure on how to do so
- Performance review dashboard to ensure to keep accountability
- Transparent compensation forecasting based on merit

PERFORMANCE MANAGEMENT

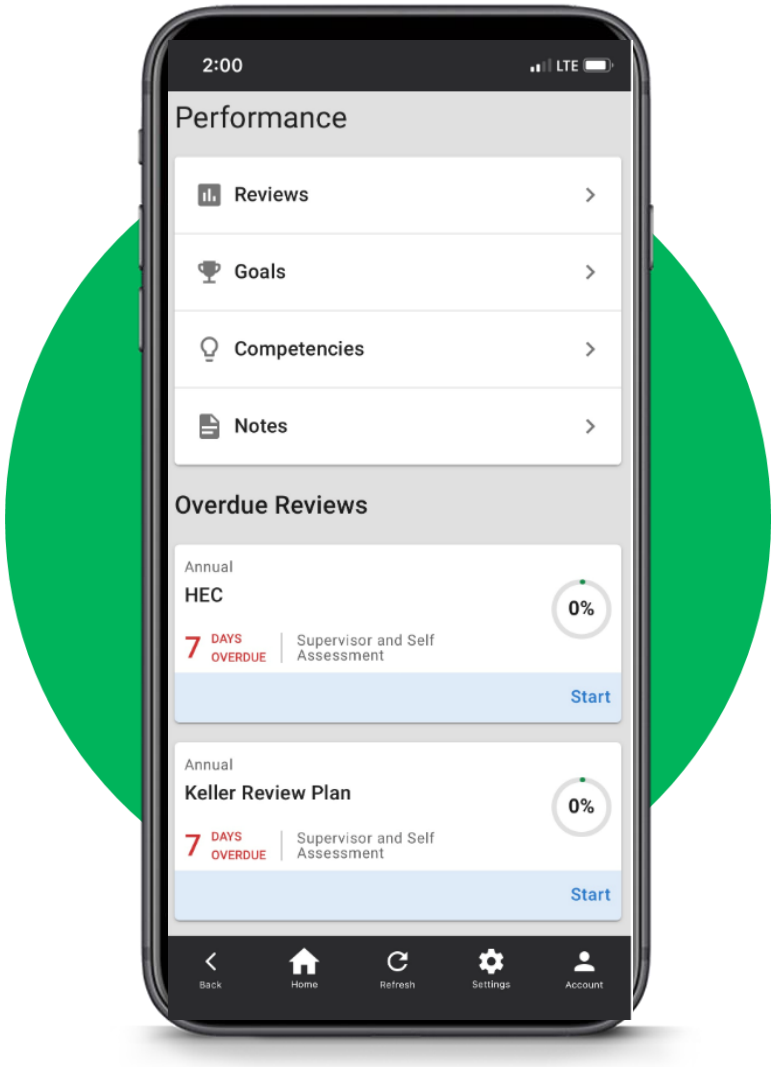


VS

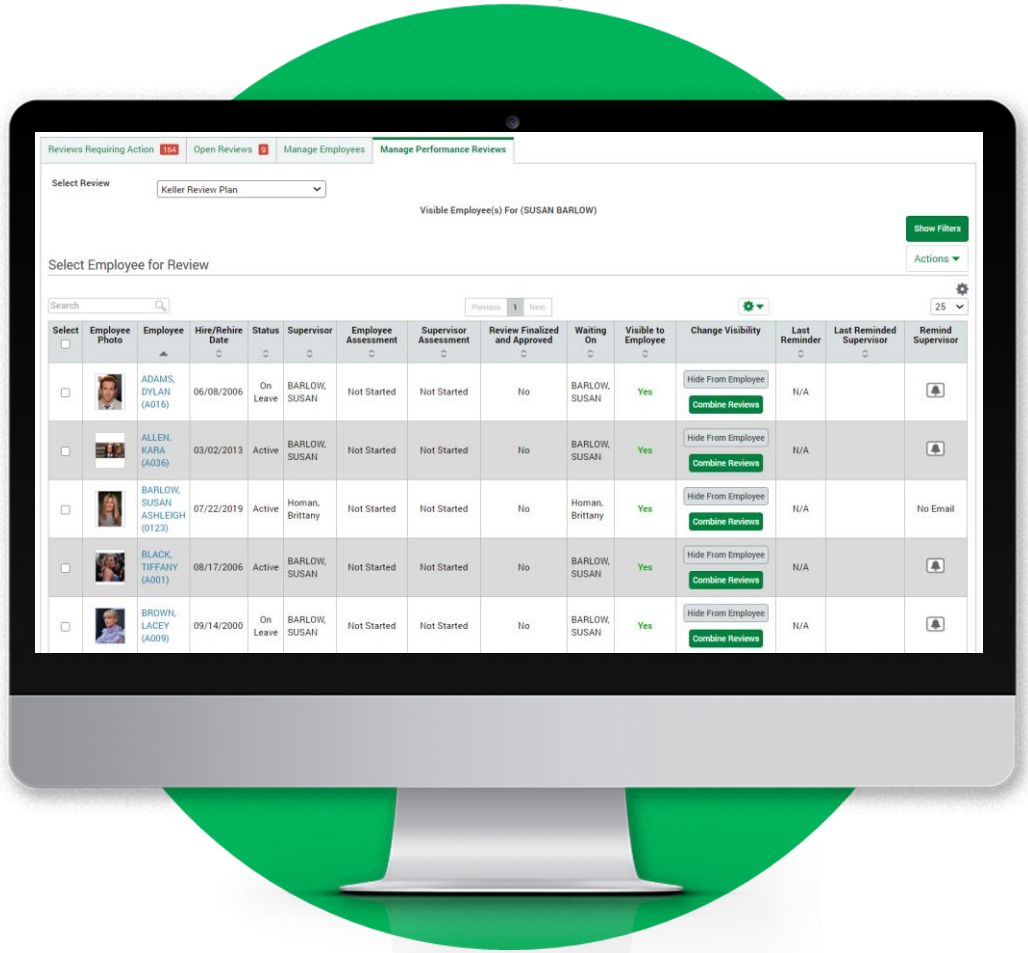


PERFORMANCE MANAGEMENT

Employees access their reviews through the easy-to-use Paycom App or they can log in on a desktop computer.

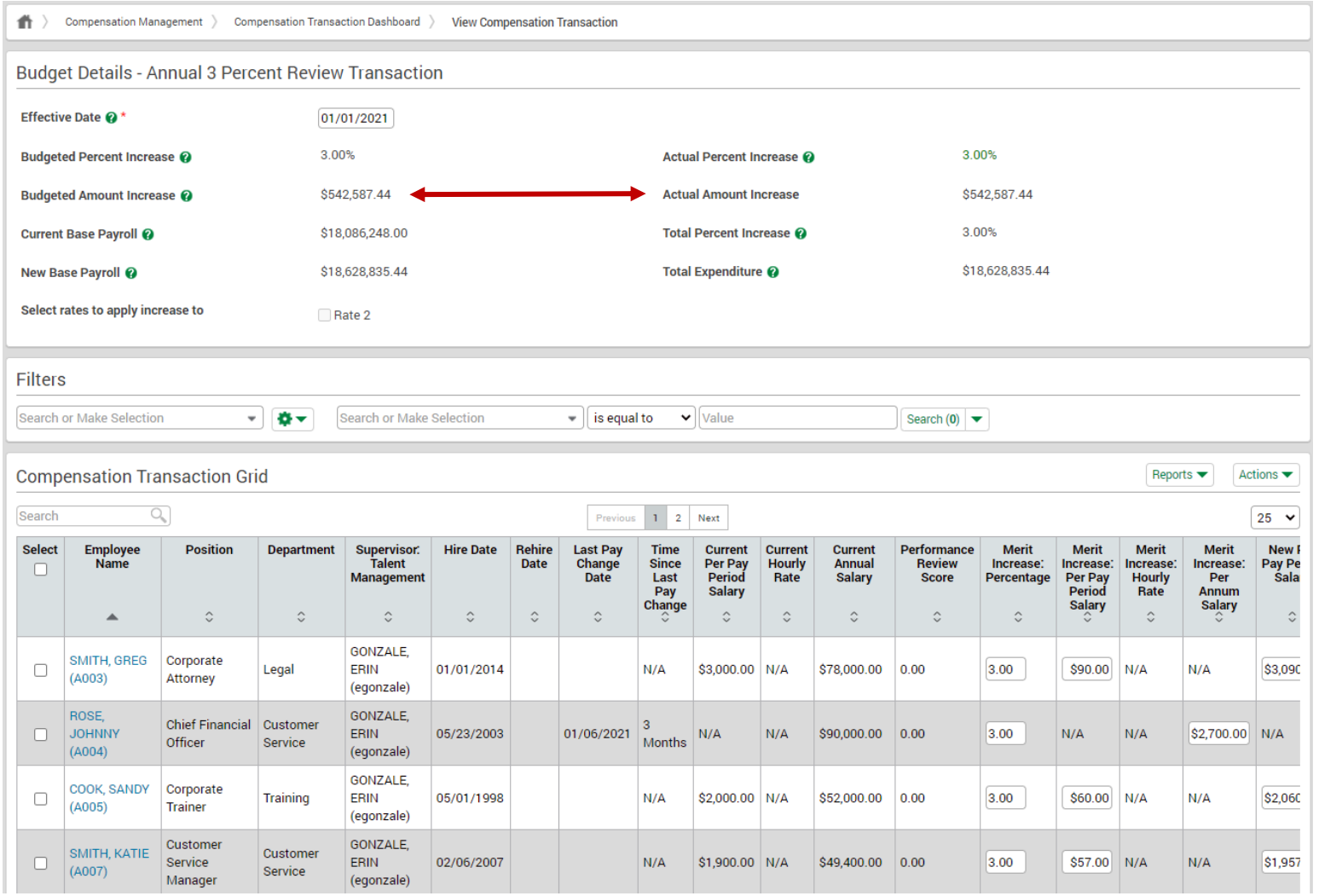


Managers have easy to use dashboards and reports to assign and keep track of employee reviews. They will be alerted of upcoming or past due reviews.



COMPENSATION MANAGEMENT

- Standardized & Scalable
- Compensation Management providing salary transparency and budgeting forecasting.
- Provide merit-based increases to employees while reducing exposure with audit trail to performance management and ensure consistent annual budgeting.



Compensation Management › Compensation Transaction Dashboard › View Compensation Transaction

Budget Details - Annual 3 Percent Review Transaction

Effective Date *	01/01/2021		
Budgeted Percent Increase	3.00%	Actual Percent Increase	3.00%
Budgeted Amount Increase	$542,587.44	Actual Amount Increase	$542,587.44
Current Base Payroll	$18,086,248.00	Total Percent Increase	3.00%
New Base Payroll	$18,628,835.44	Total Expenditure	$18,628,835.44
Select rates to apply increase to	Rate 2		

Filters

Search or Make Selection | Search or Make Selection | is equal to | Value | Search (0)

Compensation Transaction Grid

Reports | Actions

Search | Previous 1 2 Next | 25

Select	Employee Name	Position	Department	Supervisor: Talent Management	Hire Date	Rehire Date	Last Pay Change Date	Time Since Last Pay Change	Current Per Pay Period Salary	Current Hourly Rate	Current Annual Salary	Performance Review Score	Merit Increase: Percentage	Merit Increase: Per Pay Period Salary	Merit Increase: Hourly Rate	Merit Increase: Per Annum Salary	New Pay Pe Sala
☐	SMITH, GREG (A003)	Corporate Attorney	Legal	GONZALE, ERIN (egonzale)	01/01/2014			N/A	$3,000.00	N/A	$78,000.00	0.00	3.00	$90.00	N/A	N/A	$3,090
☐	ROSE, JOHNNY (A004)	Chief Financial Officer	Customer Service	GONZALE, ERIN (egonzale)	05/23/2003		01/06/2021	3 Months	N/A	N/A	$90,000.00	0.00	3.00	N/A	N/A	$2,700.00	N/A
☐	COOK, SANDY (A005)	Corporate Trainer	Training	GONZALE, ERIN (egonzale)	05/01/1998			N/A	$2,000.00	N/A	$52,000.00	0.00	3.00	$60.00	N/A	N/A	$2,060
☐	SMITH, KATIE (A007)	Customer Service Manager	Customer Service	GONZALE, ERIN (egonzale)	02/06/2007			N/A	$1,900.00	N/A	$49,400.00	0.00	3.00	$57.00	N/A	N/A	$1,957

SURVEYS

PAYCOM SURVEYS

What's the best way to find out how your employees truly feel and what they really want? It's easy — just ask! Employee surveys provide employers useful information that identifies and resolves workplace matters that otherwise may remain undisclosed. With the Paycom Surveys tool, you can conduct confidential employee surveys online to collect and analyze data in real time with customizable reports and graphical displays.

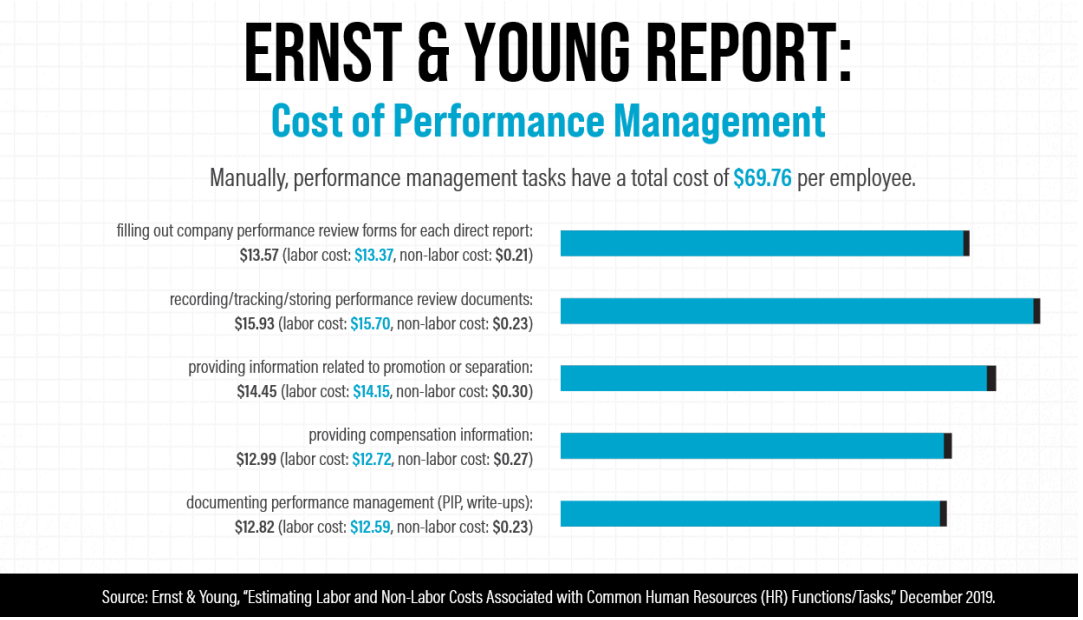
When you have a clear, honest understanding of employee sentiment, you'll be able to create the plans and strategies that meet their needs and cultivate employee engagement that moves the needle and deepens employee satisfaction.

Survey Types

Types and topics are endless, including:

- exit surveys
- employee engagement
- job satisfaction
- morale evaluations
- benefits satisfaction
- "rate the boss" questionnaires
- wellness assessments
- workplace safety appraisals

COST OF MANUAL REVIEWS



Voices Performance Management
Filling out company performance review forms for each direct report
Recording/tracking/story performance review documents
Providing informatin related to promotion or separation
Providing compensation information
Documenting performance management (PIP, write-ups)

Cost Per Change	Number of Changes (Employees)	Total Cost
$13.57	240	$3,256.80
$15.93	240	$3,823.20
$14.45	240	$3,468.00
$12.99	240	$3,117.60
$12.82	240	$3,076.80
	Review Cost (each time)	**$16,742.40**

x Twice/Year

Annual Cost to administer Performance Reviews	**$33,484.80**

PROPOSAL FOR PERFORMANCE + COMPENSATION

Proposal for Performance & Compensation Module Alone:

$3.19 per employee check
$765.60 per semi-monthly payroll based on current # of employees (240)
Annual concession is estimated **$18,374.40**
One time initial set up fee of **$4,000**

Proposal for Performance & Compensation Module + Surveys **if paperwork is signed by October 31:**

$2.75 per employee check (13% bundled discount with Surveys included)
$660 per semi-monthly payroll based on current # of employees (240)
Annual concession is estimated **$15,840**
One time initial set up fee of **$3,000**

Savings from manual processes to Paycom's performance reviews $33,484 to $15,840

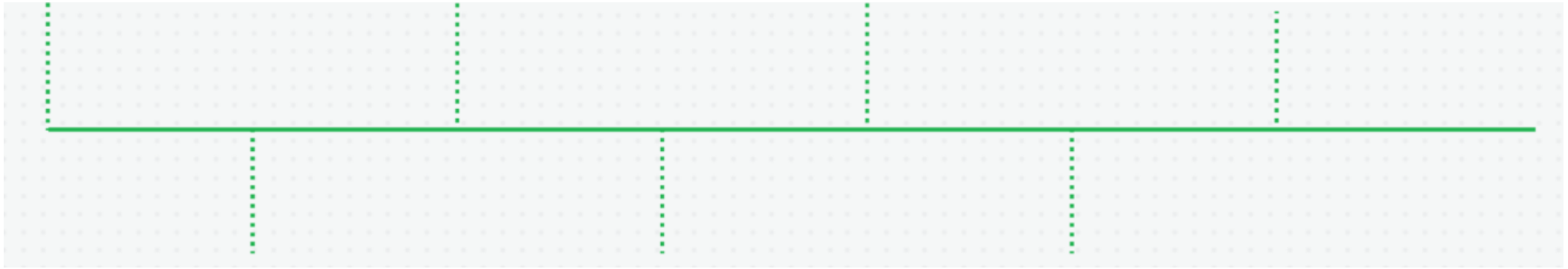
Voices Performance & Compensation Implementation Timeline

October 31
Signed Proposals

November 11
Modules enabled in system

December 4
Kyle led training on creating reviews, dashboards, and reports

December 10
First Check Date



Paycom Legal Approval
November 5

Meetings with implementation specialist/set up
November 6~
November 20

Kyle led manager training for reviews
December 5

MY COMMITMENT

- **We will ensure success of the project in the following ways:**
- **-**Online self-study training materials provided
- **-** Live trainings with Kyle to roll out solutions to administrators, managers, and employees
- -Best practice consultations to ensure, not only new areas of the system are functioning as needed, but continued areas of utilization are optimized to the fullest
- -Quarterly HR Consulting with Executive Team and HR (Turnover Analysis, Overtime Analytics, Compliance and Exposure Trends)
- -Turnover and ROI benchmark at 6 months, 12 months, and 18 months to ensure return

THANK YOU!



Coversheet

Contract Ratification

Section:	III. Board Business: Consent Items
Item:	D. Contract Ratification
Purpose:	Vote
Submitted by:	
Related Material:	Voices Proposal - Chief Operations Officer_Leveled Talent.pdf Maripos_Recruitment Support for 2024-25.pdf School Mint Additional Modules 24 25.pdf School Mint Renewal 24 25.pdf

LT LeveledTalent

Leveled Talent - Executive Search

July 2024

Leveled Talent is a people-centered executive search and talent support firm that focuses on placing leaders of color in executive-level positions across the country. Our clients deeply believe that racial and cultural diversity at the senior level is critical to get the best results and have a greater social impact. Our approach to Talent Management is with the mission of building strong partnerships with clients to understand their culture, people, and practices that enable staff to do their best, and organizations to accomplish outstanding results for students, families, and communities. Through a rigorous process, we work to identify strengths and support the development of human capital strategies, and organizational development, and serve as a thought partner and advisor throughout the engagement.

Partnering with Voices

Founded on the commitment to educate, develop and prepare the next generation of great leaders; The Chief Operations Officer search will start with exactly that — the history and values of Voices College-Bound Language Academies (Voices). The work of Leveled Talent begins with a thoughtful clarification of the competencies required for the position you seek and a robust understanding of the unique context of Voices. The goal is a hands-on and high-touch approach. Every search has a focus on organizational capacity-building, so that clients may replicate the search process in future searches beyond our engagement. At Leveled Talent, we bring a thorough understanding of urban school systems, nonprofits, CMOs and a dedication to having a positive impact for students and families.

Alignment to values and mission of Voices

Leveled Talent has a deep commitment to equity, community, being data-driven, and excellence. Each Leveled Talent team member has worked in education and/or education-adjacent environments and has seen the power of a meaningful education. We understand our clients work hard toward their mission and we incorporate their values in interview questions, and assessment rubrics, and ensure that advanced candidates have a strong alignment to the organization model.

Our firm has a specific focus on diversifying teams at the highest level so that executive teams model inclusion and reflect the community. Our team operates with a vision of leveling representation gaps across the county one hire at a time. Each search we engage in is approached by enhancing the client's ability to lead more internal searches that garner diverse hires. We work to build capacity with the board, hiring manager, and team members across the organization by conducting bias training, facilitating equity-centered debriefs, and providing safe spaces for feedback throughout the process. We show up as authentic leaders, we name when moments feel inequitable, and work toward finding better solutions. We care about getting the right hire, a person who can inspire, show up as a learner, and leads with humility and integrity.

Leveled Talent Network

Prior to starting Leveled Talent, our founder Raven Woods, managed the CEO search work at The Broad Center, focusing on national recruitment of CMO, district, and state leaders at the executive level. Raven and the members of our firm have a wide reach specifically in nonprofits and public education. Growing up in Oakland, CA and working in Atlanta, New York, Mumbai, Nong Khai, and Los Angeles, Raven has built critical partnerships and relationships with leaders who have a strong sense of community and a belief in excellence. We also believe in going beyond our network and often see that there is a long list of leaders who are overlooked or just simply committed to doing their day-to-day work and have not thought about their next steps. We find those leaders, and we vet, cultivate, and support them in engaging in our processes.

A few of our recent Charter clients have included: KIPP SoCal, Voices Academies, Navigator Schools, Equitas Academy, Voices, E.L. Haynes Public Charter School, and CWC LA. Our searches have a wide range at the C-level, including CEO, Chief People Officer, Chief Equity Officer, Chief Operating Officer, Executive Director, and Chief Financial Officer.

Potential Full Day Assessments:
Monday, July 29, 2024 Friday, August 2, 2024 *Additional Availability provided per request

The typical approach includes the following steps:

1. **Culture Assessment, Candidate Profile, and Job Description**
   We review any job descriptions already created and facilitate conversations with key stakeholders to clarify and confirm the most important competencies required of the position, and those traits that contribute to a successful team culture within Voices. Based on this assessment, we create/refine the candidate profile, explicitly describing the leadership attributes most important for the role. Our goal is to have every stakeholder have a full understanding of the ideal candidate and be able to describe the most crucial part of the role including any regional context that might be important for this person to succeed in the position.

2. **Recruitment Strategy and Execution**
   Based on the role clarification, we will research the local and national market and craft a recruitment strategy, with recommended sources to recruit top candidates, and will develop a network contact list for personal outreach to help spread the word about the position and pursue recommendations of high-potential candidates. We will then partner with Voices leaders and/or the hiring committee to build a pool of potential candidates and monitor the results of recruitment efforts.

3. **Interview Guides and Assessment Tools**
   In addition to designing the recruitment strategy, we will propose the steps of a screening process for the role and if needed, draft all interview tools. Decisions will include which internal team members and/or stakeholders should be engaged in the screening process, key roles in the interview process, and the sequence of steps from the first screen to the final hiring decision. This will also include the creation of performance tasks to assess the competencies required for the role. The purpose is to minimize bias at every step in the process, and keep the process focused on assessing those skills most important for the position.

4. **Monitoring of Talent Pool and Initial Calibration of Top Candidates**
   This stage involves monitoring incoming applications together with the client and will work proactively to ensure a strong pool of candidates. As part of this effort, we will meet with the hiring manager or search lead weekly to review progress and will provide reports with clear metrics to understand the strength and diversity of the pool and the status of candidates in the process, including the number of candidates at each step (e.g. first screen, second screen, rejections, etc). We will carry out first-round interviews via Zoom and recommend candidates for second-round interviews to be completed by the hiring lead. Candidate profiles will be provided for interviewed candidates summarizing strengths, questions, and recommendations on whether to advance.

5. **Finalist Interviews**
   There will be a focus on narrowing down the candidate pool to reflect 2-3 finalists. Stakeholders at Voices will facilitate in-person/Zoom interviews and debrief based on competency-driven interviewer feedback. We will continue to calibrate on desired competencies and strengthen pre-screening until the client finds the chosen candidate and has an accepted offer.

6. **Knowledge Transfer**
   We will engage in a debrief call following each search and will provide a final write-up to advise on which practices and lessons learned for this process can be applied to the organization's long-term approach to executive succession planning and hiring.

Powered by BoardOnTrack

Summary of Outcomes Delivered in a Typical Full Search

- Discussion and confirmation of competencies required for the role
- Candidate profile and job description
- Documented recruitment strategy
- Documented screening process with supporting interview protocols and materials for each round of the process and drafted interview guides for stakeholder interviews
- Posted job description and proactive sourcing as broadly as possible to produce ideal applicants for the role
- Review and monitoring of incoming interest
- Materials and support for facilitation of finalist round interviews
- Post-search call, including sharing of search stats and lessons learned

Budget and Invoicing Schedule

We charge a fixed fee for full searches, with a total budget of $55,000. The total cost for the Chief Operations Officer search will be $**46,750**, which reflects a 15% discount for returning clients and clients who have referred us to other organizations. The search completes when a successful candidate is hired, which we expect will be within 2-3 months of the project launch, however, will continue until the search is complete. We propose the following invoicing schedule for Chief Operations Officer search:

- 20% ($9,350) upon delivery of job description and recruiting strategy, estimated within 3 weeks of project start. Clients will be billed 30% of first deliverable at the launch of the project ($2,805).
- 30% ($14,025) upon delivery/completion of the first set of first-round screens, and first set of candidates delivered, typically 4 to 5 weeks following recruitment launch.
- 35% ($16,362.50) when second round screening materials are delivered and satisfactory delivery of the finalist candidate pool, typically 8 to 10 weeks after search launches, and runs through completion of the interview process.
- Final payment of 15% ($7,012.50) when selection/offer decision is made, typically within 2-3 months, but can be longer.

Our clients have a strong commitment to social justice and the majority work in public education and nonprofits. We specialize in recruiting C-suite executives, Superintendents, State Commissioners of Education, Chief Academic Officers, COO's and CPO's and have close partnerships with talent teams in multinational impact-driven companies.

Read what people say about our work here.

References available upon request.

MARIPOSA
CONSULTING GROUP

Voices College-Bound Language Academies

September 2024

Disclaimer: Property of Mariposa Consulting Group, LLC for use by its clients. It is not transferable. If you are not an existing client of Mariposa Consulting Group, LLC, please contact Vanessa Barry at vanessa@mariposacg.com before use. © 2024. Mariposa Consulting Group. All rights reserved.

Voices College-Bound Language Academies

Business Needs:

Voices College-Bound Language Academies and Mariposa Consulting Group have successfully worked together for nearly two years. To continue supporting Voices' ongoing recruitment and enrollment needs while ensuring consistent, high-quality support, we will renew our partnership to cover: coaching and capacity, marketing services, and call center services services.

Scope of Work:

Mariposa Consulting Group will continue to provide the following services to support Voices College-Bound Language Academies:

Enrollment Coaching and Marketing Strategy:

- We will continue to advise the Voices team on their enrollment processes helping to codify them for the future.
- We will create and drive the marketing strategy
- We will continue the ongoing development and refinement of messaging across all platforms to ensure consistent and impactful communication with prospective families.
- We will develop an automated nurture campaign given the longer timeline for applicants and the capacity of the team.
- We will continue the development and execution of creative content that aligns with our enrollment goals. This includes graphics and website UX where needed.
- We will continue the management and optimization of your advertising campaigns to ensure maximum reach and effectiveness.
- We will continue to create a tracking and follow up infrastructure for Voices.

Systems Support, Data Reporting and Dashboard Updates:

- We will support Voices by leading the implementation of SchoolMint
- We will improve the data visibility of our campaigns and provide regular updates on campaign performance, engagement metrics, and other key indicators.

***New!* Call Center Support**

- We will manage three rounds of outreach to all leads generated to directly support schools with enrollment success.

Structure:

- Between October 1, 2024, and September 30, 2025, MCG will execute the services above in partnership with the Voices team.
- To ensure clear communication and consistent progress, meetings will be held on an agreed-upon cadence to review progress, discuss any challenges, and ensure alignment with the objectives of Voices College-Bound Language Academies.
- As necessary, Vanessa may bring in other members of the MCG team (see list below) to support the execution of work:
    - **Melinda Windsor** (hello@mariposacg.com) | Administrative Support
    - **Megan Thomsen** (megan@mariposacg.com) | Project Management, Operations & Data Support
    - **Jenn Stevenson** (design@mariposacg.com) | Graphic Design & Branding Support
    - **Michael Reina** (michael@mariposacg.com) | Content Support
    - **Emma Ward** (emma.ward@mariposacg.com) | Research and Marketing Support

Investment:

- MCG will execute on the scope of work above for a total of $42,000 billed monthly starting in October for $3,500 per month not including the cost of media which we approximate to be ~$40,000 as well.
- Should either party wish to terminate the forthcoming contract they shall provide 30 days written notice and be liable only for actual services rendered.

Disclaimer: Property of Mariposa Consulting Group, LLC for use by its clients. It is not transferable. If you are not an existing client of Mariposa Consulting Group, LLC, please contact Vanessa Barry at vanessa@mariposacg.com before use.
© 2024. Mariposa Consulting Group. All rights reserved.

Signature		**Signature**	Aldo A Ramirez Digitally signed by Aldo A Ramirez Date: 2024.09.18 14:42:41 -07'00'
Print Name	Vanessa Barry	**Print Name**	Aldo Ramirez
Title	Founder and Principal	**Title**	CEO of Voices College Bound
Date	09/08/2024	**Date**	9/17/24

Disclaimer: Property of Mariposa Consulting Group, LLC for use by its clients. It is not transferable. If you are not an existing client of Mariposa Consulting Group, LLC, please contact Vanessa Barry at vanessa@mariposacg.com before use.
© 2024. Mariposa Consulting Group. All rights reserved.
Powered by BoardOnTrack

Agreement for
Voices College-Bound Language Academies

Address
6840 Vía del Oro
San Jose, California
95119

Primary Contact Name
Aldo Ramirez

Prepared by
Victoria Coutee

Quote Q-17608

SchoolMint Inc.
319 Monroe Street
Lafayette, LA 70501
info@schoolmint.com

Voices College-Bound Language Academies
6840 Vía del Oro
San Jose, California 95119
Aldo Ramirez

This Order Form (this "Agreement") is entered into as of

(the "Effective Date"), by and between Voices College-Bound Language Academies("Client"), and SchoolMint Inc., a Delaware corporation (“SchoolMint”); for a subscription to one or more of SchoolMint’s Software-as-a-Service programs, related software, documentation and/or services related thereto as set forth below (collectively, the “Services”); subject to the terms set forth in the Terms of Service entered into as of the Effective Date by and between SchoolMint and Client, which are incorporated and made a part of this Order Form.

Subscription Term
Access to the services described below shall remain in effect from 11/18/2024 until 7/31/2025.
Licensed Services and Associated Fees
The following Services are licensed for Client use.

Period 1

PRODUCT NAME	DESCRIPTION	QTY	EXTENDED
SM Registration	An online enrollment process for new students to the district	1,285	$1,268.34
SM Re-Enrollment	Re-enrollment component for current students already enrolled within the district	1,285	$1,902.50
SM Enrollment - Implementation	Virtual set-up, implementation, and training	1	$828.00
SM Enrollment - Implementation	Virtual set-up, implementation, and training	1	$1,241.00
		Period 1 TOTAL:	$5,239.84

Discounts, if any, are only applicable to the first year of the subscription term. All renewals will be at SchoolMint's then current rates.

Services

All unused services purchased expire after 12 months. There are no refunds or credits issued for unused services.

Payment Terms

Payments can be made by bank transfer to:
Bank Name: Webster Bank
Bank Holder: SchoolMint Inc.
Account No.: 23135570
ABA/Routing #: 211170101
Terms: Net 30 days unless otherwise set forth in the Terms of Service.

Please review our ToS & Data Privacy Agreement by going to the visiting the following URLs:
https://schoolmint.com/terms-of-service/ & https://schoolmint.com/student-data-privacy-agreement/

If you have any questions at all, please let us know, otherwise notify your account manager to request a formal agreement for signature.

Renewal for
Voices College-Bound Language Academies

Q-14907

Expires on:
9/1/2024

SchoolMint Inc.
319 Monroe Street
Lafayette, LA 70501
info@schoolmint.com

This Order Form (this "Agreement") is entered into as of

(the "Effective Date"), by and between Voices College-Bound Language Academies("Client"), and SchoolMint Inc., a Delaware corporation (“SchoolMint”); for a subscription to one or more of SchoolMint’s Software-as-a-Service programs, related software, documentation and/or services related thereto as set forth below (collectively, the “Services”); subject to the terms set forth in the Terms of Service entered into as of the Effective Date by and between SchoolMint and Client, which are incorporated and made a part of this Order Form.

Subscription Term
Access to the services described below shall remain in effect from 8/1/2024 until 7/31/2025.
Licensed Services and Associated Fees
The following Services are licensed for Client use.

Term 1

PRODUCT NAME	DESCRIPTION	QTY	EXTENDED
SM Charter - Application	A multi-step application web-based portal for parents to submit multiple school applications	1,285	$7,997.61
SM Charter - Lottery	A system that runs all eligible applicants through a customized algorithm to blindly select students based on selection criteria and available seats the program/school	1,285	$3,998.81
		Term 1 TOTAL:	$11,996.42

Discounts, if any, are only applicable to the first year of the subscription term. All renewals will be at SchoolMint's then current rates.

Services
All unused services purchased expire after 12 months. There are no refunds or credits issued for unused services.

Payment Terms

Payments can be made by bank transfer to:
Bank Name: Webster Bank
Bank Holder: SchoolMint Inc.
Account No.: 23135570
ABA/Routing #: 211170101
Terms: Net 30 days unless otherwise set forth in the Terms of Service.

Role Definition and Agreement: The undersigned is authorized to bind the Client including, without limitation, to approve and execute the Agreement, make changes to the Agreement, and to serve as the primary point of communication between Client and SchoolMint. The undersigned acknowledges that, in the event of any conflicts, SchoolMint's Terms of Service, any Scope of Work, and Order Form (Collectively, "This Agreement") shall prevail over any other terms and conditions, including but not limited to the Client's Purchase Order.

By signing below, I hereby acknowledge that I have received, read, and am authorized to accept Schoolmint's
\Terms of Service (v1.24)1\
(https://schoolmint.com/terms-of-service/)
and
\DPA1\

(https://schoolmint.com/student-data-privacy-agreement/).

Voices College-Bound Language Academies	**SchoolMint Inc.**
By:	By:
_____	_____
Name:	Name:
_____	_____
Title:	Title:
_____	_____
Date:	Date:
_____	_____

Client Information Sheet

Main Contact

Name _____

Phone _____

Email Address _____

Address _____

Title _____

Secondary Contact

Name _____

Phone _____

Email Address _____

Title _____

Technical Contact

Name _____

Phone _____

Email Address _____

Title _____

Billing/Invoicing Contact:

Organization Name that should appear on the Invoice: _____

Attention to & Address Invoice Should be Sent to: _____

Phone _____

Email Address _____

Please confirm with your procurement department if a PO is required prior to invoicing. If required, please indicate below and submit a copy to **orders@schoolmint.com** along with this order form to avoid delays.
PO required?

Coversheet

Voices Safety Plan Update

Section:	III. Board Business: Consent Items
Item:	E. Voices Safety Plan Update
Purpose:	Vote
Submitted by:	
Related Material:	Voices Safety Plan 2024-2025-10 29 24.pdf

Voices
College-Bound Language Academies

All School Safety Plan

2024-2025

Board approved_DATE

Introduction 5
Statement of Purpose 5
Voices Safe School Vision 5
Physical Environment 5
Maintenance of School Buildings/Classrooms 5
Campus Disturbances and Crimes 6
Registration of Visitors/Guests Policy 6
Parent Involvement Policy 6
General Safety Procedures 7
Introduction 7
Prevention and Intervention: Pupil Aggressive Behavior 7
Discipline Policy 7
Notice of Disciplinary History 7
Gang Affiliation 8
Gangs and Graffiti 8
Drug, Alcohol, and Tobacco Free 8
Campus Violence Safety Procedures 8
Mental Health Programs 11
Suicide 12
Attempted Suicide / Suicide Threat 12
Suicidal Act 14
Procedure to Handle the Death of a Student 15
Registered Sex Offender Policy 16
Staff/Student Interaction Policy 16
Harassment, intimidation, discrimination and bullying policy 16
Exposure Control Plan For Bloodborne Pathogens 33
Medical Emergency Procedures 33
Medical Emergency General Guidelines 34
Severe Allergic Reaction (Anaphylaxis) 37
Severe Allergy Medical Management Plan 38

Automated External Defibrillator (AED) 41
Before Using the AED 41
Resuscitation Orders 42
Emergency Response Plan 44
Training and Exercise 45
Special Information For Parents 56
Responding to Emergencies 57
Bomb Threat 63
Lockdown Procedure 65
Armed Assault on Campus 66
Drive-by Shooting 67
Severe Weather 68
Extended Power Loss 69
Poisoning, Chemical Spills, Hazardous Materials Safety 69
Biological / Chemical Attack 71
Pandemic Influenza 73
Radiation Threat 74
Air Pollution/Smog 74
Fallen Aircraft 75
Explosion 76
Unlawful Demonstration / Walkout 79
Emergency Drills 80
Earthquake Drill Procedure 80
Fire Drill Procedure 82
Shelter-in-Place 82
Interactions with the Media 85
Appendices 86
A. Monthly School Site Safety Checklist 86
Unsafe or Hazardous Conditions Log 93
B. Classroom Safety Checklist 94

C. Student Accident Report 96
D. Employee Incident Report 98
E. Self Harm/Suicide Risk Assessment Form 101
F. Medication Doctor & Parent Authorization Form 105
G. Severe Allergy Medical Management Plan Signature Page 107
H. Emergency Phone Numbers 108
I. School Crisis Emergency Backpack Checklist 109
J. Telephone Bomb Threat Reporting Procedure 110
K. Student Release/Runner Form 112
L. Command Center Chart 113
M. Suspension and Expulsion Policy and Procedures 114
N. Volunteer, Visitation, and Removal Policy 114
O. Student Dress Code Policy 115

Introduction

Statement of Purpose

Voices College-Bound Language Academies (Voices) is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, Voices has thoroughly reviewed and updated the school's emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters. The school safety plan may be evaluated and amended, as needed, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented.

This plan includes specific courses of action to be taken in case an emergency situation develops. Every employee of Voices is expected to be familiar with this plan in order to carry out his/her/their responsibilities in an emergency.

The major objective of emergency preparedness is to save lives and protect property in the event of a disaster.

Voices Safe School Vision

1. Voices will provide a safe, orderly, and secure environment conducive to learning in which students will be safe from both physical and social-psychological harm.
2. Voices will develop a plan to work cooperatively and collaboratively with parents/guardians, students, teachers, administrators, counselors, and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
3. Voices will create a learning and working environment where parents/guardians can be confident that their students are safe and secure.
4. Voices will identify clear procedures for emergencies.
5. Voices is aware of very few conditions on campus that could potentially cause accidental injury to students or staff and the school staff is working hard on preventing accidental injury to all those present on campus (students, staff, parents/guardians, etc.).

Physical Environment

Maintenance of School Buildings/Classrooms

Each Voices school's physical facility is well maintained and generally looks neat and clean. Voices school personnel periodically examine the school's physical facility and help eliminate obstacles to school safety. See Appendix A for a Monthly School Site Safety Checklist. Additionally, health and fire department inspectors contribute to school safety.

Voices classrooms are monitored for safety compliance by the administration and individual classroom teachers. See Appendix B for a Classroom Safety Checklist. Teachers and administrators can report facility maintenance issues to the school's Business Manager or Principal who are responsible for resolving all general as well as urgent maintenance issues.

During the school day, staff members and administrators shall provide campus supervision. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns.

Campus Disturbances and Crimes

Voices recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and students from safety threats by individuals visiting the campus area. In addition, disputes sometimes occur because of parental custody issues. Voices staff will maintain in the student's record any custody documentation provided by families and will request assistance from local law enforcement, if/as needed.

Registration of Visitors/Guests Policy

Posting of Notice

At each entrance to Voices school grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy. Volunteer, Visitation, and Removal Policy see Appendix N.

Parent Involvement Policy

Parents/guardians have the opportunity and are encouraged to participate at Voices in a variety of ways. Any regular volunteer, as determined by the principal, that works with students must meet the requirements as listed in the Volunteer Handbook (available at the front office). See the Parent Involvement Policy.

General Safety Procedures

Introduction

Safe schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. Voices promotes educationally and psychologically healthy environments for all students. Voices recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. Voices further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. Voices efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

Prevention and Intervention: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional challenges. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings and expressing anger in appropriate ways and resolving conflicts.

Staff members at Voices have received training in conflict resolution skills via Safeschools. Voices uses a comprehensive approach to school violence prevention. These measures include: (a) number of disciplinary referrals to the office, (b) observed aggressive behavior, and (c) teacher observation.

Discipline Policy

Effective and safe schools develop and consistently enforce school-wide rules that are clear, broad-based and fair. School safety is enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity.

Voices uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectations and consequences for students. Voices has developed plans to promote positive behaviors in the playground, cafeteria, and assembly areas.

See the " Suspension and Expulsion Policy" policy in the Family Handbook.

Notice of Disciplinary History

The appropriate school districts shall provide to the administration of Voices schools information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except *E.C. 48900 (h)*) or *(2)* committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. In the event of a suspension, the Notice of Suspension is copied to the student's cumulative file. Each year, teachers review the cumulative file of their incoming students, thus ensuring that they will be aware of suspensions within the last three years. Additionally, the principal reviews all incoming cumulative files. All employees viewing this information must keep it confidential and may not disseminate it to any other person.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at Voices. The staff at Voices shall work closely with the local law enforcement / Gang Unit (**Gang Hotline 408-293-GANG (4264), Youth Against Violence Hotline 1 800 680-4264 or 911**) regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

Gangs and Graffiti

Students are expected to respect their school and will be required to clean up any graffiti immediately. Any gang affiliated/racist graffiti will be reported to the San Jose Police, Morgan Hill Police, Stockton Police or Richmond Police Department. Refer to Dress Code Policy, Appendix O.

Drug, Alcohol, and Tobacco Free

Voices recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Voices buildings, facilities, and vehicles. Voices supports abstinence from alcohol, tobacco, and other drugs for all students in order that their development can reach full intellectual, emotional, social and physical potential. Students who use, possess, and/or sell controlled substances are subject to disciplinary action, up to and including a recommendation for expulsion. For further information see the Suspension and Expulsion Policy.

Campus Violence Safety Procedures

Reporting of Dangerous, Violent, or Unlawful Activities

Voices takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of Voices' extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school

or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: 6840 Via del Oro Suite 205 San Jose,CA 95119, info@voicescharterschool.com, 408-791-1609. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Voices shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

School staff should follow these guidelines <u>when a fight occurs</u>:

1. Send a reliable student to the office to summon assistance.
2. Speak loudly and let everyone know that the behavior should stop immediately.
3. **Do not intervene or try to break up the fight if the students are in 5th grade or above.**
4. Obtain help from other teachers if at all possible.
5. If students are starting to gather, attempt to get students away from the commotion as quickly as possible.
6. Call out the names of the involved students and let them know they have been identified.
7. For the safety of all students, get additional help from law enforcement personnel if confronted with a serious fight, especially one that involves weapons.
8. Attempt to separate the involved students by speaking to them in an assertive tone of voice. Consider the age and/or size of the students, as well as personal safety, before stepping between/among those involved in an altercation. If successful in separating the students, try to avoid using further confrontational behavior.
9. Remember that no one can "cool down" instantly; give the students time to talk in a calm setting and gradually change the climate of the situation.

School Staff should follow these guidelines <u>when a riot occurs</u>:

1. The School principal, or his/her designee, should encourage teachers and staff to be sensitive to the emotional climate of the campus and attempt to defuse any tensions prior to the eruption of problems.
2. Notify local law enforcement of the disturbance and meet at a pre-designated site to evaluate the situation.
3. Activate needed emergency plans, which may include:

a. Instructing office staff to handle communications and initiate lockdown orders.
b. Informing Team Z.
c. Notify transportation to bring appropriate numbers of buses for evacuation or transportation if necessary.
d. Assign staff a temporary detention facility, such as a gymnasium, to secure students and log information.
e. Direct a teacher or designee to initiate lockdown and immobilize the campus.
f. Team Z will brief a representative to meet the media.
g. Assign staff to a pre-designated medical treatment/triage facility.

Assaults

Assaults involve acts of striking or inflicting injury to a person and are regarded as serious matters. Any threat or assault on students or employees should be reported immediately to the School principal, or his/her designee. The school principal (or designee) will determine if law enforcement officials should be notified. If a serious assault occurs, the school principal (or designee) shall:

1. Dial 911.
2. Seek first aid or medical attention, if indicated.
3. Have photographs taken of any injuries.
4. Write down a physical description of the assailant:
   - (sex, age, height, weight, race, clothing, and any weapon used) as soon as possible after the incident.
5. Obtain names and telephone numbers of any witnesses.
6. Draft incident report and submit it to the principal, or his/her designee and Team Z . See Appendix C for Student/Employee Minor Incident/Accident Report.
7. Submit an incident report to the local law enforcement, if serious bodily injury has occurred. See Appendix C for Student/Employee Minor Incident/Accident Report.

Civil Disturbance

A civil disturbance is any situation where a person or group of persons disrupts operations or threatens the safety of individuals. In the event of a civil disturbance, the following precautionary

measures should be taken:

1. Notify local law enforcement authorities and-Dial 911.
2. If participants enter the building, remain calm and do not provoke aggression. Report disruptive circumstances to the school principal, or his/her designee and Team Z.
3. Do not argue with the participant(s).
4. Have all students and employees leave the immediate area of disturbance.
5. If the disturbance is outside the building, remain inside the building, unless instructed otherwise by the principal or police officials. Lock all doors. Stay away from windows and exterior doors.
6. If the disturbance is inside the building, follow procedures for evacuation of the school site.
7. Follow further instructions as police officials and other local law enforcement authorities issue them.
8. Draft incident report for the school principal, or his/her designee. See Appendix C for Student/Employee Minor Incident/Accident Report.

School Philosophy

Voices College-Bound Language Academies recognizes the need for students of the School to dress appropriately for school. The School believes that students should focus their energy and attention upon their academic development and not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff. See Student Dress Code Policy, Appendix O.

General Guidelines

Students will be required to wear a school uniform. See Family Handbook. The code shall allow students to wear sun protective clothing, including hats. Inappropriate apparel and accessories includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment. Please refer to Appendix O.

Mental Health Programs

The staff of Voices shall identify students in need of counseling and bring forth the student and the family to the Dean of Culture in order to be connected to appropriate support and/or services internally, including referral to the Student Success Team and/or external resources. The staff of Voices shall complete a referral using the Crisis Intervention Protocol in order for the Crisis Team to

complete a selfharm/harm to others/suicide risk assessment as detailed below in the Suicide section in cases where a student directly or indirectly exhibits specific behavior.

Voices will notify parents or guardians of a pupil at least two times during the school year on how to access mental health services at school or within the community. AB 2022 (Chapter 484/2018)—Pupil Mental Health Services: School Notification.

Suicide

Suicide prevention training for instructional staff and administrators will be provided and be designed to help staff identify and refer students at risk of suicide. The training may be offered under the discretion of the Principal and/or Board of Directors and/or in cooperation with one or more community mental health agencies. See Suicide Prevention Policy.

Attempted Suicide / Suicide Threat

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly follow instructions on the Crisis Intervention Protocol and complete needed sections on the risk assessment form and notify the office of a Code Orange situation. A Member of the School-site Crisis Team will pick up the risk assessment form and the student to initiate the full assessment. The Principal or other Crisis Team member shall then complete the assessment to determine the risk level. Once the risk level is determined, if high risk - mobile crisis support is initiated and the student's parent/guardian is notified and asked to come to the school site to discuss the assessment and sign a parent /guardian notification recommending connecting with a qualified mental health professional for assistance.. If the risk is assessed as low to medium, the parent/guardian is notified and asked to sign a parent/guardian notification letter and a support plan is discussed.

When a suicide attempt or threat is reported, the Principal or other member of the Crisis Team shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
    a. Securing immediate medical treatment if a suicide attempt has occurred;
    b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
    c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Designate specific individuals to be promptly contacted, for example the Voices counselor, psychologist, nurse, Principal, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies.
3. Document the incident in writing as soon as feasible.

4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Voices.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Voices campus, the Principal or designee shall follow the crisis intervention procedures contained in Voices safety plan. After consultation with the Principal or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Principal or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Voices staff may receive assistance from Voices counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Students shall be encouraged through the education program and in Voices activities to notify a teacher, Principal, another Voices administrator, psychologist, Voices counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

- **ALWAYS TAKE THREATS OF SUICIDE SERIOUSLY**
- CALL 911 for medical assistance.
- Do not leave suicidal person unattended. Send a runner to inform your immediate supervisor or other responsible person, principal/designee.
- The principal/designee will:
  - Contact the parent/guardian, apprise them of the situation and make recommendations. Put all recommendations in writing to the parent/guardian.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- If the parent refuses to cooperate, and there is any doubt regarding the child's safety, the school employee who directly witnessed the threat will pursue a 302 involuntary mental health assessment by calling **Santa Clara County Emergency Services at 408-299-2501** or **Contra Costa County Emergency Services at 925-646-4461 or San Joaquin County Emergency Services at 209-953-6200** and ask for a delegate. The delegate will listen to concerns and advise on the course of action. If a 302 involuntary mental health assessment is granted, the first-hand witness will need to be the petitioner, with support from the principal/designee.

- If the county delegate authorizes a 302 mental health assessment, then the county will authorize transportation to the assessment. If a school employee should transport the student, then one school employee should drive and another should be seated next to the student. Do not drive the student in personal vehicles. Do not leave the student alone at any time. Depending on the level of the student's distress, the 302 petitioner (the employee who learned firsthand of the threat) may need to travel in a separate vehicle.

Note: If a threat is made during an after-school program, and no school personnel is available, call **Santa Clara County Crisis Emergency Services at 408-299-2501, Contra Costa County Emergency Services at 925-646-4461, San Joaquin County Emergency Services at 209-953-6200** or **1-800-SUICIDE** or **1-800-273-TALK** for help. Immediately inform the principal or designee regarding the incident and actions taken.

The law requires that you do only what is reasonable under the circumstances; for example, do not try to remove a gun or other weapon from the person.

Suicidal Act

The first school employee on the scene must call for help from another staff member, locate the individual, and follow school emergency medical procedures, such as calling 911.

- A staff member must notify the principal/designee.
- Staff members should move all other students out of the immediate area and arrange appropriate supervision. Students should not be allowed to observe the scene.
- The principal/designee will involve the Leadership Response Team (LRT) to assist as needed and inform the Network Senior Leadership Team.
    - The Leadership Response Team consists of any of the following people:
        - Principal
        - Business Manager
        - Parent Liaison/Dean of Culture
        - Academic Coach
        - Technology Coordinator
    - Teacher informs the office, "I need the Leadership Response Team (LRT)," either by telephone, AT, or student runner.
    - The office drops everything and the LRT mobilizes.
- The principal/designee will contact the parent/guardian and ask them to come to the school or hospital.
- The principal/designee will call for assistance from the Santa Clara County's on-call crisis response team at 408-279-3312, San Joaquin County Emergency Services at

209-953-6200 or Contra Costa Crisis Center - 800-833-2900

- The principal/designee will document in writing all actions taken and recommendations.
- If the student is known to be currently in counseling, the principal/designee will attempt to inform their treatment provider of what occurred and the actions taken.
- The principal/designee will involve the Leadership Response Team (LRT) for follow-up and support.
- The principal/designee will request written documentation from any treating facilities prior to a student's return to school.
- Staff will promptly follow up with any students or staff who might have witnessed the attempt, and contact their parents/guardians. Staff will provide supportive counseling and document all actions taken. Please refer to Appendix E for Voices College-Bound Language Academies Self Harm/Suicide Risk Assessment Form.
- Media representatives should be referred to the appropriate school spokesperson [e.g., COO, or CEO]. School staff should make no statements to the media.

Procedure to Handle the Death of a Student

By far, the worst crisis situation is the death of a student. When a student dies, emotional trauma is a natural occurrence for students, faculty, and staff. A student's death, which occurs on campus, particularly as a result of school violence, is admittedly the most extreme case of trauma for the family and the school community. There is no procedure that fits every scenario; each case requires individual attention. Certainly, there is no prescribed method for dealing with such tragedy; however, the following are suggestions for a school's response to death, particularly death that occurs as a result of school violence:

1. After the initial response, administrators and counselors will meet immediately to review what has happened. Responding to the psychological needs of both staff and students as soon as possible is the best prevention for the development of post-traumatic stress.
2. Get as much information as possible from the family and ask their permission to share it with the students, faculty, and staff. Ask if they have any objection to students, faculty, and staff attending the funeral.
3. Relay the information to the students in a factual way, careful to avoid breaching the student's or family's privacy. The school principal and a counselor might consider moving from room to room to tell the students what has happened, as developmentally appropriate. They should tell the truth, allow for expression of feelings, and affirm any expressions or feelings the students have. Students need to be told that they may visit a counselor's office for special assistance if they need to talk.
4. If possible, allow a break after telling the students in order to give them an opportunity to express their grief with other students.
5. Upon returning to school, students should be allowed time to discuss their feelings, talk about the deceased, and discuss memories. Give students, faculty, and staff information about the funeral and allow them to attend, provided the family has

granted permission.
6. Watch for trouble signs among the students. Be prepared to call in extra counselors if necessary.

Registered Sex Offender Policy

For the protection of students while they are traveling to and from school, attending school, or at a school-related activity, the Governing Board of Voices College-Bound Language Academies ("Voices") has developed the following policy and procedures to ensure Voices principals and their designees respond appropriately as directed by law enforcement when apprised of information that a registered sex offender resides or works within two (2) miles of a Voices school. See Registered Sex Offender Policy.

Staff/Student Interaction Policy

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the most safe and learning conducive environment possible. See Professional Boundaries: Staff/Student Interaction Policy.

Child Abuse and Neglect Reporting Procedures

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Voices will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Harassment, intimidation, discrimination and bullying policy

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of the Voices College-Bound Language Academies ("Voices" or "Charter School") to prevent and address sex discrimination, including but not limited to sexual harassment, sex-based hostile environment harassment, discrimination based on pregnancy or related conditions, sex-based discrimination in access to athletics or educational resources, and retaliation against a person who has reported sex discrimination.

Voices does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.[1] Voices will take actions to promptly and effectively end any sex discrimination in its education program or activity, prevent its recurrence, and remedy its effects.

This Policy applies to conduct occurring in Voices' education programs or activities on or after August 1, 2024 including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom Voices does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to Voices Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination
Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by Voices. Discrimination on the basis of sex includes discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity.

Prohibited Sex-Based Harassment
Under Title IX, "sex-based harassment" means conduct on the basis of sex that satisfies one or more of the following:

[1] Voices complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports and complaints of misconduct prohibited by this Policy.

- Quid pro quo harassment occurs when an employee, agent, or other person authorized by Voices to provide an aid, benefit, or service under Voices' education program or activity explicitly or impliedly conditions the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.

- Hostile environment harassment is unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from Voices' education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    - The degree to which the conduct affected the complainant's ability to access Voices' education program or activity;
    - The type, frequency, and duration of the conduct;
    - The parties' ages, roles within Voices' education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - The location of the conduct and the context in which the conduct occurred; and
    - Other sex-based harassment in Voices' education program or activity.

- Sexual assault, meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

- Dating violence, meaning violence committed by a person:
    - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
    - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - The length of the relationship;
        - The type of relationship; and
        - The frequency of interaction between the persons involved in the relationship.

- Domestic violence, meaning felony or misdemeanor crimes committed by a person who:
    - Is a current or former spouse or intimate partner of the victim under applicable family or domestic violence laws, or a person similarly situated to a spouse of the victim;
    - Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

    - Shares a child in common with the victim; or
    - Commits acts against a youth or adult victim who is protected from those acts under applicable family or domestic violence laws.

- Stalking, meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
- Fear for the person's safety or the safety of others; or
- Suffer substantial emotional distress.

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through Voices.

Examples of conduct that may fall within the Title IX definition of sex-based harassment, the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults.
    - Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:
    - Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or

employee's performance more difficult because of the student's or the employee's sex.
    - Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
    a. Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
    b. Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
    c. Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means a student or employee who is alleged to have been subjected to conduct that could constitute sex-based discrimination, or a person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination and who was participating or attempting to participate in Voices' education program or activity at the time of the alleged sex discrimination. Complaints may also be made by: (1) a parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or (2) Voices' Title IX Coordinator. For complaints of sex discrimination other than sex-based harassment, complaints can also be made by any student, employee, or other person who was participating or attempting to participate in Voices' education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to Voices that objectively can be understood as a request for Voices to investigate and make a determination about alleged sex discrimination.

Confidential Employee means an employee of Voices whose communications are privileged or confidential under Federal or State law (e.g., a licensed therapist or psychologist, etc.) or an employee whom Voices has designated as confidential under Title IX for the purpose of providing services to persons related to sex discrimination.

Party means a complainant or respondent.

Respondent means a person who is alleged to have violated Voices' prohibition on sex discrimination.

Supportive Measures are individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to a party to (1) restore or preserve that party's access to Voices' education program or activity, including measures that are designed to protect the safety of the parties or Voices' educational environment; or (2) provide support during Voices' grievance procedures or during an informal resolution process.

Title IX Coordinator

The Board of Directors of Voices ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Armando Arteaga
Director
6840 Via del Oro #205, San Jose, CA 95119
aarteaga@voicescharterschool.com
(408) 791-1609

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator until a new Coordinator is designated:

Deanna Flores
Chief
6840 Via del Oro #205, San Jose, CA 95119
dflores@voicescharterschool.com
(408) 791-1609

The Coordinator is responsible for coordinating Voices' efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination and inquiries about the application of Title IX, addressing reports and complaints of sex discrimination and taking other actions as required by this Policy, monitoring for barriers to reporting conduct that reasonably may constitute sex discrimination, and taking steps reasonably calculated to address such barriers.

The Coordinator may serve as an investigator and/or decisionmaker for complaints, except in cases where doing so would constitute a conflict of interest. The Coordinator may delegate one or more of their duties to one or more designees who have received the required Title IX training and do not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. However, the Coordinator must at all times retain ultimate oversight over those responsibilities and ensure Voices' consistent compliance with Title IX.

Reporting Sex Discrimination

All employees who are not a confidential employee must promptly notify the Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. This requirement does not apply to an employee when the employee is the person who was subjected to the conduct that reasonably may constitute sex discrimination.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Executive Director, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.
Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Voices will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy
Voices acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation
Voices prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a complaint in accordance with the grievance procedures set forth in this Policy.

Nothing in this Policy precludes Voices from requiring an employee or other person authorized by Voices to provide aid, benefit, or service under Voices' education program or activity to participate as a witness in, or otherwise assist with, an investigation or proceeding under this Policy.

Confidential Employees
Contact information for the confidential employees at Voices, if any, can be found on the Voices' website or obtained from the Coordinator.

A confidential employee's status as confidential, for Title IX purposes, is only with respect to information received while the employee is functioning within the scope of their duties to which privilege or confidentiality applies or with respect to information received about sex discrimination in connection with providing services to persons related to sex discrimination.

A confidential employee must explain the following to any person who informs them of conduct that reasonably may constitute sex discrimination under Title IX:

- The employee's status as confidential for purposes of Title IX, including the circumstances in which the employee is not required to notify the Coordinator about conduct that reasonably may constitute sex discrimination;
- How to contact the Coordinator and how to make a complaint of sex discrimination; and
- That the Coordinator may be able to offer and coordinate supportive measures, as well as initiate an informal resolution process or an investigation under the grievance procedures.

Coordinator's Response to Reports of Sex Discrimination
When notified of conduct that reasonably may constitute sex discrimination, the Coordinator or designee must:

- Treat complainants and respondents equitably;
- Promptly offer and coordinate supportive measures, as appropriate, for the complainant;
- If grievance procedures are initiated or an informal resolution process is offered; offer and coordinate supportive measures, as appropriate, for the respondent; and
- Notify the complainant or, if the complainant is unknown, the reporting individual, of the grievance procedures and informal resolution process, if available and appropriate. If a complaint is made, the Coordinator will notify the respondent of the same.

In response to a complaint, the Coordinator will initiate the grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties. In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Coordinator must determine whether to initiate a complaint by considering, at a minimum:

- Complainant's request not to proceed with a complaint and the complainant's reasonable safety concerns;
- Risk that additional acts of sex-based discrimination would occur if a complaint is not initiated;

- Severity of the alleged conduct, including whether the discrimination, if established, would require removal or discipline of a respondent to end the discrimination and prevent its recurrence;
- The age and relationship of the parties, including whether the respondent is an employee;
- The scope of the alleged conduct including but not limited to whether there is a pattern, ongoing conduct, or impact to multiple individuals;
- The availability of evidence and the complainant's willingness to participate in the grievance procedures; and
- Whether Voices could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

The Coordinator may initiate a complaint if the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person, or prevents Voices from ensuring equal access on the basis of sex to its education program or activity. The Coordinator or designee must notify the complainant before initiating a complaint and appropriately address reasonable safety concerns, including by providing supportive measures.

The Coordinator will take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Voices' education program or activity.

Supportive Measures

Once notified of conduct that reasonably may constitute sex discrimination under Title IX, the Coordinator or designee will promptly contact the complainant to offer and coordinate supportive measures, as appropriate, for the complainant. If the grievance procedures are initiated or informal resolution is offered, the Coordinator or designee will offer and coordinate supportive measures, as appropriate, for the respondent.

Supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, housing, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Supportive measures must not unreasonably burden either party or be imposed for punitive or disciplinary reasons. Supportive measures will be designed to protect the safety of the parties or Voices' educational environment, or to provide support during the grievance procedures or the informal resolution process.

Parties may contact the Coordinator to discuss modification of any supportive measures. Parties also have the opportunity to seek modification or termination of a supportive measure applicable to them if circumstances change materially.

If the party is not satisfied with the Coordinator's decision on the request to modify supportive measures, the party may contact the Chief Executive Officer via email at aldoramirez@voicescharterschool.com, who is an appropriate and impartial employee or who may designate such an employee, to seek modification or reversal of Voices' decision to provide, deny, modify, or terminate supportive measures applicable to them. The impartial employee is someone other than the Coordinator who made the challenged decision and has the authority to modify or reverse the decision.

If a party is a student with a disability, the Coordinator must consult with one or more members of the student's IEP Team and 504 Team, if any, in the implementation of supportive measures for that student.

Informal Resolution

At any time prior to determining whether sex discrimination occurred under Voices' Title IX grievance procedures, Voices may offer an informal resolution process to the parties. Voices does not offer or facilitate informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Before initiation of the informal resolution process, the parties will be provided with notice that explains:

- The allegations;
- The requirements of the informal resolution process;
- The right to withdraw and initiate or resume the grievance procedures;
- That the parties' agreement to a resolution at the conclusion of the informal resolution process precludes the parties' use of the grievance procedures arising from the same allegations;
- The potential terms that may be requested or offered in an informal resolution agreement (e.g., restrictions on contact and participation in activities or events) including notice that an informal resolution agreement is binding only on the parties; and
- What information is retained and whether and how it may be disclosed by Voices for use in grievance procedures if the grievance procedures are initiated or resumed.

Parties will not be required or pressured to agree to participate in the informal resolution process. Voices will obtain the parties' voluntary consent to participate in the informal resolution process. Parties may end the informal resolution process and proceed with the grievance procedures at any time.

The facilitator of the informal resolution process will not be the same person as the investigator or the decisionmaker in the grievance procedures. The facilitator cannot have a

conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The Coordinator will take appropriate prompt and effective steps to ensure sex discrimination does not continue or recur.

Grievance Procedures

Scope and General Requirements

Voices has adopted these grievance procedures to provide for the prompt and equitable resolution of complaints of made by students, employees, or other individuals who are participating or attempting to participate in Voices' education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX. Upon receipt of a complaint, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

Voices requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Coordinator or investigator.

Voices will treat complainants and respondents equitably. Voices presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

Voices may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

Voices allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If a timeframe is extended, the Coordinator or designee will notify the parties of the new timeframe and the reason for the delay.

Voices will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties shall not engage in retaliation, including against witnesses.

Voices will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence.[2] Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

If a party is a student with a disability, the Coordinator or designee must consult with one or more members, as appropriate, of the student's IEP Team and 504 Team, if any, to determine how to comply with the requirements of the Individuals with Disabilities Education Act ("IDEA") and Section 504 of the Rehabilitation Act of 1973 ("Section 504") throughout the grievance procedures.

Dismissal

In most cases, Voices will determine whether a complaint is dismissed within fifteen (15) business days of receipt of the complaint.

Voices may dismiss a complaint if:

- Voices is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in Voices' education program or activity and is not employed by Voices;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Coordinator declines to initiate a complaint, and Voices determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- Voices determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint on this ground, Voices will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the Coordinator or designee must promptly notify the complainant in writing of the basis for the dismissal and the complainant's right to appeal the dismissal on the following grounds within five (5) business days of the dismissal notice:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; and
- The Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

[2] Inculpatory means tending to impute guilt or fault, and exculpatory means tending to absolve from guilt or fault.

If the dismissal occurs after the respondent has been notified of the allegations, then the Coordinator or designee must also simultaneously notify the respondent in writing of the dismissal, the basis for the dismissal, and the respondent's right to appeal the dismissal on the above grounds within five (5) business days of the dismissal notice.

If the complaint is dismissed, the Coordinator or designee will offer supportive measures to the complainant, as appropriate. The Coordinator or designee will also offer supportive measures to the respondent, as appropriate, if the respondent has been notified of the allegations. The Coordinator will continue to take appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur. Dismissal does not preclude action under another applicable Voices policy.

Appeal of a Dismissal
If a dismissal is timely appealed in accordance with this Policy, the Coordinator or designee will promptly notify the parties in writing of the appeal, including notice of the allegations if such notice was not previously provided to the respondent, the contact information for the decisionmaker for the appeal, and the parties' right to submit a statement to the decisionmaker of the appeal in support of, or challenging, the outcome within five (5) business days of the appeal notice.

The decisionmaker for the appeal will be someone who has received the required Title IX training and did not take part in an investigation of the allegations or dismissal of the complaint. The appeal procedures will be implemented equally for the parties. Within fifteen (15) business days of the appeal notice to the parties, the decisionmaker will notify the parties in writing of the result of the appeal and the rationale for the result.

Notice of the Allegations
Upon initiation of the grievance procedures, the Coordinator or designee will provide notice of the allegations to the parties whose identities are known. The notice will include:

- Voices' grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations. Sufficient information includes the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination under Title IX, and the date(s) and location(s) of the alleged incident(s), to the extent that information is available to Voices;
- A statement that retaliation is prohibited; and
- A statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence; and if Voices provides a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon the request of any party.

Emergency Removal
Voices may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with Voices' policies.

Voices may remove a respondent from Voices' education program or activity on an emergency basis, in accordance with Voices' policies, provided that Voices undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of any person arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Investigation

Investigations of complaints will be adequate, reliable, and impartial. In most cases, a thorough investigation will take no more than twenty-five (25) business days. Voices has the burden to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed or considered, except by Voices to determine whether one of the exceptions listed below applies, and will not be disclosed), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Voices obtains that party's or witness's voluntary, written consent for use in the grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

The parties will have an equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible and to access such evidence. The parties may submit a written response to the investigator within five (5) business days of being provided with access to the evidence or an accurate description of it.

The parties timely submitted written responses, if any, will be considered by the investigator and decision maker before a determination of responsibility is made.

Voices will take reasonable steps to prevent and address any unauthorized disclosure of information or evidence by the parties.

Determination of Responsibility
Before making a determination of responsibility, the decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days of the expiration of the timeframe for the parties to submit a written response to the evidence or an accurate description of it, the decisionmaker will notify the parties in writing of the determination whether sex discrimination occurred including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal.

Appeal of the Determination of Responsibility
Should a party find Voices' determination unsatisfactory, the party may, within five (5) business days of notice of Voices' determination, submit a written appeal to the Chair of the Voices Board, who will serve as the decision maker for the appeal or designate a decisionmaker for the appeal. The decision maker for the appeal must not have taken part in the investigation of the allegations.

The decision maker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of the appeal or notice of the appeal; and 4) within fifteen (15) business days of the appeal, issue a written decision to the parties describing the result of the appeal and the rationale for the result.

Consequences
Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from Voices or termination of employment. If there is a determination that sex discrimination occurred, the Coordinator or designee will coordinate the provision and implementation of any remedies and/or disciplinary sanctions ordered by Voices including notification to the complainant of any such disciplinary sanctions. The Coordinator will take appropriate prompt and effective

steps to ensure that sex discrimination does not continue or recur within Voices' education program or activity.

No party, witness, or other person participating in Voices' grievance procedures will be disciplined for making a false statement or for engaging in consensual sexual conduct based solely on Voices' determination whether sex discrimination occurred.

Student Pregnancy and Related Conditions

Voices will not discriminate against any student or applicant based on their current, potential, or past pregnancy or related conditions. For more information about policies and procedures applicable to employees who are pregnant or have a related condition, please refer to the Voices employee handbook.

When a student, or a person who can legally act on behalf of the student, informs any employee of the student's pregnancy or related condition, unless the employee reasonably believes that the Coordinator has already been notified, the employee must promptly:

- Provide that person with the Coordinator's contact information; and
- Inform that person that the Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to Voices' education programs and activities.

If a student, or a person who has a legal right to act on behalf of the student, notifies the Coordinator of the student's pregnancy or related condition, the Coordinator or designee must promptly:

- Inform the student, and if applicable, the person who notified the Coordinator of the student's pregnancy or related conditions and has a legal right to act on behalf of the student, of Voices' obligations under:
    - 34 C.F.R. § 106.40(b)(1) through (5), which relates to the rights of students who are pregnant or have a related condition; and
    - 34 C.F.R. § 106.44(j), which includes rules on disclosures of personal information;
- Provide Voices' Title IX notice of nondiscrimination; and
- Consult with the student about potential reasonable modifications to policies, practices, or procedures as necessary to prevent sex discrimination and ensure equal access, and if the student accepts an offered reasonable modification, implement the modification.

A student who is pregnant or has a related condition will be provided with a lactation space other than a bathroom, that is clean, shielded from view, free from intrusion from others, and may be used for expressing breast milk or breastfeeding as needed.

A student who is pregnant or has a related condition may voluntarily take a leave of absence for the time deemed medically necessary by the student's licensed healthcare provider, or if the student so chooses, the time allowed under any Voices leave policy for which the student

qualifies. A pregnant or parenting student is entitled to eight weeks of parental leave, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant.
Upon the student's return from leave, the student will be reinstated to the academic status, and, as practicable, to the extracurricular status that the student held when the leave began. The student will not be required to provide any kind of certification demonstrating their ability to physically participate in any class, program, or extracurricular activity unless:

- The certified level of physical ability or health is necessary for participation in the class, program, or extracurricular activity;
- Such certification is required of all students participating in the class, program, or extracurricular activity; and
- The information obtained is not used as a basis for sex discrimination.

Students who are pregnant or have a related condition will not be required to provide supporting documentation unless necessary and reasonable to determine reasonable modifications or additional actions related to lactation space, leaves of absence, or voluntary access to any available separate and comparable portion of the program.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All employees, Coordinators and designees, investigators, decisionmakers, and other persons who are responsible for implementing Voices' grievance procedures or have the authority to modify or terminate supportive measures will receive Title IX and sexual harassment training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

Voices will maintain the following records for at least seven (7) years:

- For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures, and the resulting outcome.
- For each notification the Coordinator receives of information about conduct that reasonably may constitute sex discrimination, records documenting the actions Voices took to meet its obligations under 34 C.F.R. § 106.44.
- All materials used to provide required Title IX training. Voices will make these training materials available upon request for inspection by members of the public.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

Purpose

To provide students with access to an environment that is safe, secure and conducive to learning. This policy provides guidelines for staff and students to follow for the purpose of providing all students with an environment that is focused on learning. See Title IX Policy Prohibiting Discrimination on the Basis of Sex and Harassment, Intimidation, Discrimination and Bullying Policy.

When an emergency situation occurs, contact the school office staff immediately so that they may determine what type of response is necessary.

Exposure Control Plan For Bloodborne Pathogens

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Medical Emergency Procedures

Medical Emergency Reporting Procedure. Medical emergencies and accidents can occur at any time and may involve a student or employee. Some emergencies may only require first aid care, while

others may require immediate medical attention. When in doubt, it is better to err on the side of caution and dial 911.

1. Medical emergencies involving any student or employee must be reported to the school principal, or his/her designee.
2. Dial 911 or direct someone to do so, provide the following information
    a. School name and phone number
    b. Building address including nearest cross street(s)
    c. Exact location within the building
    d. Your name and phone number
    e. Nature of the emergency
    f. Do not hang up until advised to do so by dispatcher
3. Send a runner to notify the school office that an individual has been injured and an ambulance has been called.
4. Ask someone to dispatch a first aid/CPR trained employee to the victim.
5. Stay calm. Keep the victim warm with a coat or blanket. Do not leave a person unattended.
6. Do not move the victim unless there is danger of further injury.
7. Do not give the victim anything to eat or drink.
8. Draft a written incident report and submit it to the School principal, or his/her designee, before the end of the next workday. See Appendix C for Student/Employee Minor Incident/Accident Report.

Medical Emergency General Guidelines

For minor accidents, use a first aid kit in the classroom.
If a child complains of **illness**, question him/her to determine severity.

1. For minor illness, have the child rest head on desk for 10 to 15 minutes. If he/she still complains, send him/her with a note to the front office (or call the office for escort).
2. If a student is too ill to walk to the office, call the front office for immediate help and explain the severity of the situation.

If a child has **convulsions**:

1. Keep calm
2. Attempt to ease him/her to the floor so he/she will not fall and injure him/herself
3. Turn his/her head to one side so his/her tongue will not block his/her airway
4. Do not attempt to insert anything in his/her mouth
5. Send someone to the office or call the office for assistance

Chemical Burns of skin or eyes should be flushed with large quantities of water at the nearest source. Then send or call the office.

Insect Bites:

1. Remove stinger if possible.
2. Apply cold, wet towel
3. Send to the office if systemic symptoms occur (labored breathing, swelling of the entire body, etc.)

If a **Tooth is displaced** by traumatic injury, wrap the tooth in moist gauze. Send an injured child to the office. Office needs to call parent immediately.

Playground Accidents:

1. Render first aid on the playground if necessary
2. If the child is mobile, take them to office
3. If a stretcher is needed, call 911

In addition, the Red Cross offers the following guidelines:

RESCUE BREATHING	● Tap shoulder and shout, “Are you ok?” ● Call 911 if no response ● Open airway: tilt head back slightly, lift chin ● Check for breathing: check quickly for no more than 10 seconds ● If no breathing, give 2 rescue breaths o Tilt head back and lift the chin up o Pinch the nose shut, then make a complete seal of child’s mouth o Blow in for about 1 second to make the chest clearly rise o Give rescue breaths one after the other Rescue breathing count: **Adult:** 1 breath every 5 seconds **Child:** 1 breath every 3 seconds **Infant:** 1 breath every 3 seconds

Nose Bleed	● Put on disposable gloves ● Sit, leaning slightly forward ● Pinch the nose shut for about 10 minutes ● Apply ice or a cold pack that has been wrapped in cloth or towel to the bridge of the nose ● If the bleeding does not stop: o Apply pressure on the upper lip just beneath the nose o Call or have someone else call 911
Wounds	If minor: ● Put on disposable gloves ● Have victim sit down ● Wash wound ● Apply bandage ● Apply ice, if desired If severe: ● Put on disposable gloves ● Have person sit or lie down ● Control bleeding by: o Covering the wound with a dressing and firmly pressing against the wound with a gloved hand until the bleeding stops o Applying a pressure bandage over the dressing to maintain pressure on the wound and to hold the dressing in place o If blood soaks through the bandage, do not remove the blood-soaked bandages. Instead, add more dressings and bandages, and apply additional direct pressure. ● Continue to monitor the person's condition. Observe the person closely for signs that may indicate that person's condition is worsening, such as faster or slower breathing, changes in skin color, and restlessness ● Care for shock. Keep person from getting chilled or overheated ● Have person rest comfortably and provide reassurance ● Wash your hands immediately after giving care, even if you wore gloves

Choking	If unable to: Breathe, Cough, Speak then: ● Give 5 back blows: Bend the person forward at the waist and give 5 back blows between the shoulder blades with the heel of one hand. ● Give 5 abdominal thrusts: o Place a fist with the thumb side against the middle of the person's abdomen, just above the navel. o Cover your fist with your other hand. o Give 5 quick, upward abdominal thrusts. ● Continue care: Continue sets of 5 back blows and 5 abdominal thrusts until the: o Object is forced out o Person can cough forcefully or breathe o Person becomes unconscious
Electric Shock	● Do NOT touch individual if they are still in contact with the electrical source ● Turn off source of electricity, if possible ● Call 911

Severe Allergic Reaction (Anaphylaxis)

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a person is exposed to an allergen to which they are sensitive. The most common allergens or trigger substances that may cause anaphylaxis in school-aged children are:

- peanuts
- tree nuts
- fish
- shellfish
- egg
- cow's milk
- sesame
- soy
- insect stings
- latex
- certain medications. Note that the school may only administer medication upon the receipt of parent and physician authorization. See Appendix F for the Medication

Doctor & Parent Authorization form.

Anaphylaxis is potentially life threatening and always requires an emergency response.

It is therefore critical that school staff, parents and caregivers are confident about the management and treatment of students who have been diagnosed by a medical practitioner as being anaphylactic or potentially anaphylactic.

Symptoms and signs of anaphylaxis

The symptoms and signs of anaphylaxis, usually but not always, occur within the first 20 minutes after exposure but in some cases can be delayed up to 2 hours or more. Rapid onset and development of potentially life-threatening clinical effects are characteristic markers of anaphylaxis.

Symptoms and signs of anaphylaxis (a severe allergic reaction) may include one or more of the following:

- Difficulty and/or noisy breathing
- Swelling of the tongue
- Swelling or tightness in the throat
- Difficulty talking or hoarse voice
- Wheeze or persistent cough
- Dizzy/light headed
- Loss of consciousness and/or collapse
- Pale and floppy (young child)

Symptoms and signs of a mild to moderate allergic reaction may include one or more of the following:

- Tingling of the mouth
- Hives, welts or body redness
- Swelling of the face, lips, eyes
- Vomiting, abdominal pain

Emergency treatment procedures – Immediate Reaction Required

<u>For students WITH an Action Plan for Anaphylaxis</u>

- Follow emergency response plan as outlined in a student's Severe Allergy Medical

Management Plan

- If Action Plan indicates the use of an Epinephrine auto injector (EpiPen), trained staff shall administer the EpiPen
- Seek urgent medical assistance – call an ambulance (tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- If unconscious and no pulse is evident, commence CardioPulmonary Resuscitation (CPR) and continue until ambulance arrives
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

For students WITHOUT Severe Allergy Medical Management Plan

California Education Code (EC) Section 49414, as amended by Senate Bill 1266, effective January 1, 2015,[5] *requires school districts to provide emergency epinephrine auto-injectors to school nurses or trained personnel who have volunteered, and provides that school nurses or trained personnel who have volunteered may use epinephrine auto-injectors to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction.*[6]

Severe allergic reactions or anaphylaxis can occur when there is no history of known allergies. This situation should be treated as an emergency. Under these circumstances there will be no Action Plan. Recognition of the symptoms and/or signs as being anaphylactic may also be a problem. The following steps should be followed:

- A trained staff member or volunteer shall administer the Epinephrine Auto-Injector (EpiPen)
- Seek urgent medical assistance – call an ambulance (if suspected, tell the dispatcher that the medical condition is anaphylaxis or a severe allergy)
- Lay the person flat and elevate the legs if the person is dizzy or seems confused or has a reduced level of consciousness, unless this makes it more difficult for the person to breathe
- Follow standard resuscitation measures if there is no pulse, no breathing or loss of consciousness – if oxygen is available give at a high flow rate.
- Contact parents/caregivers
- Maintain airway, breathing and circulation at all times
- Maintain close observation for possible relapse while waiting for ambulance or medical assistance.

Severe Allergy Medical Management Plan

Steps in the Emergency Use of an Epinephrine Auto-Injector (EpiPen):

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat it as anaphylaxis.
2. **If anaphylaxis symptoms occur, call 911 or activate the emergency medical system (EMS). Stay with the victim.** Have others notify the paramedics, school nurse, parents and principal/designee immediately.
3. Have the victim sit down. Reassure the victim and avoid moving him or her. Calming reduces the distribution of the allergen in the body.
4. **Prepare to administer EpiPen.**
    a. For students in second grade or below, or if less than 55 lbs, use **White label** EpiPen Jr (0.15 mg)
    b. For adults and students in third grade or above, or if more than 55 lbs, use **Yellow label** EpiPen (0.30 mg). The EpiPen acts immediately; however the effects last only 10 -15 minutes. *Make sure someone has called **911**.*
5. EpiPen Administration Procedure:

Grasp the EpiPen and form a fist around the unit. With the other hand, pull off the GRAY Safety Cap.

    a. **Hold the black tip near the outer thigh. Never put your thumb, fingers, or hand over the black tip.** (If an accidental injection occurs, go immediately to the nearest hospital emergency room.)
    b. **Swing and jab the black tip firmly into the OUTER BARE THIGH so that the auto-injector is perpendicular (at a 90° angle) to the thigh. You will hear a click.** (The EpiPen can be injected through the victim's clothing, if necessary.)
    c. **Hold the EpiPen firmly in place for 10 seconds, and then remove it from the thigh.** (After the injection, the victim may feel his or her heart pounding. This is a normal reaction.)
    d. **Remove the EpiPen and massage the injection area for several seconds.**
    e. **Check the black tip:**
        - If the needle is exposed, the dose has been delivered
        - If the needle is not exposed, repeat steps b through e
    f. **Dispose of the EpiPen in a "sharps" container or give the expanded EpiPen to the paramedics.**
    g. **Call 911, if not previously called.**
6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as

possible after administering the EpiPen. Remove stinger quickly by scraping with a fingernail, plastic card or piece of cardboard. Apply an ice pack to the sting area. Do NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the victim.

7. Observe the victim for signs of shock. Cover the victim with a blanket, as necessary, to maintain body temperature and help to prevent shock.
8. Monitor the victim's airway and breathing. Begin CPR immediately if the victim stops breathing.
9. Take the victim's vital signs (if trained to do so) and record them. Duplicate the emergency card for the paramedics. When paramedics arrive tell them the time EpiPen was administered and the dose administered. If EpiPen has not been disposed of in a sharp's container, give the expanded EpiPen to the paramedics.
10. **If symptoms continue and paramedics do not arrive, use a new EpiPen and re-inject 15 to 20 minutes after initial injection.** Continue to monitor the victim's airway and breathing.
11. Follow-up medical care should be obtained at the emergency room or from the victim's physician. A second delayed reaction may occur up to 6 hours after the initial anaphylaxis.
12. Document the incident and complete the accident/incident report. See Appendix C for Student/Employee Minor Incident/Accident Report. Include in the documentation the date and time EpiPen was administered, the victim's response, and additional pertinent information. Send a copy of the report to the school nurse.

Quick Reference:

- DO NOT HESITATE to administer Epipen and to call 911 even if the parents cannot be reached.
- Call 911 immediately. 911 must be called if Epipen is administered.
- Advise 911 dispatch that the student is having a severe allergic reaction and Epipen is being administered.
- Students should remain quiet with a staff member at the location where the symptoms began until EMS arrives.
- Provide a copy of the Severe Allergy Plan to EMS upon arrival. See Appendix G for Severe Allergy Medical Management Plan Signature Page.
- Notify the administrator and parent/guardian.
- Call the CDE's School Health Connections Office at 916-319-0914.

Automated External Defibrillator (AED)

Steps in the Emergency Use of an Automated External Defibrillators (AED) during sudden cardiac arrest.

Before Using the AED

These AED steps should be used when caring for a non-breathing child aged 8 or older who weighs more than 55 pounds, or an adult.

After checking the scene and ensuring that the person needs help, you should ask a bystander to call 911 for help, then:

1. Turn on the AED and follow the visual and/or audio prompts.
2. Open the person's shirt and wipe his or her bare chest dry. If the person is wearing any medication patches, you should use a gloved (if possible) hand to remove the patches before wiping the person's chest.
3. Attach the AED pads, and plug in the connector (if necessary).
4. Make sure no one is, including you, is touching the person. Tell everyone to "stand clear."
5. 5Push the "analyze" button (if necessary) and allow the AED to analyze the person's heart rhythm.
6. If the AED recommends that you deliver a shock to the person, make sure that no one, including you, is touching the person – and tell everyone to "stand clear." Once clear, press the "shock" button.
7. Begin CPR after delivering the shock. Or, if no shock is advised, begin CPR. Perform 2 minutes (about 5 cycles) of CPR and continue to follow the AED's prompts. If you notice obvious signs of life, discontinue CPR and monitor breathing for any changes in condition.

Resuscitation Orders

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, staff shall make every effort to resuscitate him/her.

Staff members are prohibited from accepting or following any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed, and such Advance Directives shall not be communicated to staff. The principal, or designee, shall ensure that all parents/guardians are informed of this policy.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

a. All employees will be trained to recognize the following signs of an opioid overdose:
    - Unconsciousness or inability to awaken;
    - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
    - Fingernails or lips turning blue/purple.
b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
    - Calling the person's name;
    - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.
c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques.

STEP 2: Call 911. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 911 operator may instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or

other individuals who may be trained in rescue breathing or other emergency medical response techniques.

a. Rescue breathing for adults involves the following steps:
    - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
    - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
    - Place your mouth over the person's mouth to make a seal and give two slow breaths.
    - Watch for the person's chest (but not the stomach) to rise.
    - Follow up with one breath every 5 seconds.
b. Chest compressions for adults involve the following steps:
    - Place the person on their back.
    - Press hard and fast on the center of the chest.
    - Keep your arms extended.

STEP 4: Assist Emergency Responders. After emergency responders arrive on site, assist them with any requests they may have while tending to the individual experiencing the overdose. Keep other students and unnecessary persons out of the way and make sure the path is clear to the individual needing emergency assistance and back to an ambulance, if necessary. Continue to comply with 911 operator instructions until told to hang up.

DO's and DON'Ts:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
DO stay with the person and keep them warm.
DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

Emergency Response Plan

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents/guardians to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Initial Response to Emergencies

School personnel are usually first on the scene of an emergency situation within the school. They will normally take charge and remain in charge of the emergency until it is resolved and will transfer command and incident management to the appropriate emergency responder agency with legal authority to assume responsibility. They will seek guidance and direction from local officials and seek technical assistance from state and federal agencies and industry where appropriate. **However, at no time will school officials transfer responsibility for student care.**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

1. identify the type of emergency;
2. identify the level of emergency; and
3. determine immediate action(s) that may be required. Each of these steps is discussed in the following sections.

Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the types of emergencies listed below are provided herein.

- Fire on School Grounds
- Earthquake
- Bomb Threat
- Intruder, Hostage Taking, Lockdown

- Severe Weather
- Extended Power Loss
- Poisoning, Chemical Spills, Hazardous Materials
- Biological or Chemical Attack
- Radiation Threat
- Armed Assault on Campus
- Drive-by Shooting
- Air Pollution / Smog
- Fallen Aircraft
- Explosion
- Unlawful Demonstration/Walkout
- Emergency phone numbers can be found at Appendix H.

In identifying the type of emergency, Voices will follow the Homeland Security Advisory Recommendation, as necessary.

Identify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Notification Procedures

1. In case of an emergency at any school facility, the flow of information after calling 911, shall be from the school principal to the Voices Team Z office. Information should include the nature of the incident and the impact on the facility, students and staff.
2. In the event of a fire, anyone discovering the fire shall activate the building fire alarm

system. Unless there is a lockdown incident or a shelter in place incident in progress, the building shall be evacuated. In the event that a lockdown or shelter-in-place incident is in progress, the evacuation shall be limited to the area immediately in danger from the fire.

3. In the event the Voices main office is in receipt of information, such as a weather warning that may affect a school within Voices, the information shall be provided to the school principal.

Determine Immediate Response Actions

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The principal/designee will be responsible for activating the school emergency operations plan and the initial response. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lockdown
- Evacuate Building
- Off-Site Evacuation
- All Clear

Immediate Response Actions

Duck and Cover
This action is taken to protect students and staff from flying or falling debris.

Description of Action

1. This action is to be taken immediately in case of an earthquake once shaking is perceived by the teachers and staff, even without the initial announcement by the principal.
2. If possible, the principal will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME

SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKING STOPS OR YOU ARE GIVEN FURTHER INSTRUCTIONS."

3. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
4. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
5. Teachers and students should move away from windows.

Shelter-in-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The principal will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION

OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Business Manager will assist in completing the procedures as needed: shut down the classroom / building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lockdown (or "Code Red")

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

For campuses located in Santa Clara County, if there is an active shooter on campus, students and staff should immediately utilize the Run, Hide, Defend protocol.
**Run, Hide, Defend is to be used for students in 3rd grade and above. For 2nd grade and below, the appropriate response should be determined by on-scene school staff.
** A pre-determined meeting point should not be established

Description of Action

1. The principal will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the principal will use other means of communication, i.e., PHONES, TEXT, ETC. DO NOT SEND messengers to deliver instructions IN CODE RED SITUATION. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE TO THE NEAREST BUILDING OR CLASSROOM."

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Custodian will check and lock all bathrooms.
5. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
6. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, shall be allowed on campus.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The principal will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The principal or designee will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.

4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The principal or designee will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions, phone, text, etc. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM."

2. The principal or designee will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Evacuation Map.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. If the event clearance is received from appropriate agencies, the principal or designee may authorize students and staff to return to the classrooms.

Staff Responsibilities:

Principal

- Orders evacuation via all-call systems and with the bell system.
- Takes student accounting as classes leave the school site.
- Does a final check of buildings and leaves for the evacuation site.

- Communicates with Designee as needed

Principal's Designee
- Takes student accounting as classes leave the school building.
- Does a final check of buildings and leaves for the evacuation site.
- Communicate with the principal as needed.

Teachers
- Teachers prepare to evacuate by:
- Getting an Emergency **Backpack.**
- Turning **off** air/heating.
- Taking student count before exiting the room.
- Students ***take*** jackets, but ***leave*** backpacks, etc.
- Walk class in an orderly and quiet manner to the assigned evacuation point.

Custodian
- Evaluates overall campus condition and takes precautionary action.
- Take necessary emergency precautions with gas, electricity, etc.
- Reports to principal or designee when the preceding actions are complete.

Adaptations for Students with Disabilities

Students with known disabilities should have emergency response accommodations noted in their 504 or IEP to indicate additional assistance that may need to be implemented in case of various emergencies covered by this safety plan. Students with known disabilities will also have a pre-designated location in their classrooms that are reserved for them during lockdown, shelter-in-place, and earthquakes.

In the event of an emergency, students with disabilities may have an additional staff person assigned to their classroom to carry out accommodations and assistance with disaster response procedures. The additional staff person will assist the student and teacher during the emergency response.

General Strategies for Assisting Individuals with Disabilities During an Emergency

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapor immediately.

To alert visually impaired individuals
- ❑ Announce the type of emergency.

- ❑ Offer your arm for guidance.
- ❑ Tell the person where you are going, obstacles you encounter.

When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures -OR-

Write a note with **EVACUATION** directions.

To evacuate individuals using crutches, canes or walkers

- ❑ **Evacuate** these individuals as injured persons.
- ❑ Assist and accompany to **EVACUATION** site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-

Help carry individuals to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators.
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.

Reunite the person with the wheelchair as soon as it is safe to do so.

All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The principal or designee will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the principal or designee will use other means of communication, i.e., sending messengers to deliver instructions.

"YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION."

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Training and Exercise

Voices understands the importance of training, drills, and exercises in the overall emergency management program. To ensure that school personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill and exercise actions will occur.

1. Training and refresher training sessions shall be conducted for all school personnel. In case of academic staff, training should coincide with the Summer Professional Development. Training for the remainder of the support staff shall be held at a time during the school year that will allow for maximum attendance. Records of the training provided including date(s), type of training and participant roster will be maintained.
2. Information addressed in these sessions will include updated information on plans and/or procedures and changes in the duties and responsibilities of plan participants. Discussions will also center on any revisions to additional materials. Input from all employees is encouraged.
3. Voices will plan for 1) Earthquake, 2) Fire and 3) Evacuation drills 4) Code Red.

This plan addresses emergency actions that are conducted during all four phases of emergency management.

Mitigation/Prevention

Voices will conduct mitigation/prevention activities as an integral part of the emergency management program. Mitigation/prevention is intended to eliminate hazards and vulnerabilities, reduce the probability of hazards and vulnerabilities causing an emergency situation, or lessen the consequences of unavoidable hazards and vulnerabilities. Mitigation/prevention should be a pre-disaster activity, although mitigation/prevention may also occur in the aftermath of an emergency situation with the intent of avoiding repetition of the situation. Among the mitigation/prevention activities included in the emergency operations program are:

1. Identifying hazards
2. Recording hazards
3. Analyzing hazards
4. Mitigating/preventing hazards
5. Monitoring hazards
6. Security Audit

Preparedness

Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in the emergency operations program are:

1. Providing emergency equipment and facilities.
2. Emergency planning, including maintaining this plan.
3. Involving emergency responders, emergency management personnel, other local officials, and volunteer groups who assist this school during emergencies in training opportunities.
4. Conducting periodic drills and exercises to test emergency plans and training.
5. Completing an After Action Review after drills, exercises and actual emergencies.
6. Revise plan as necessary.

Please refer to Appendix I for the School Crisis Response Box Checklist.

Response

Voices will respond to emergency situations effectively and efficiently. The focus of most of this plan is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation quickly, while minimizing casualties and property damage. Response activities include warning, first aid, light fire suppression, law enforcement operations, evacuation, shelter and mass care, light search and rescue, as well as other associated functions.

Recovery

If a disaster occurs, Voices will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provide for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums and athletic facilities.

Emergencies Occurring During Summer or Other School Breaks

If a school administrator is notified of an emergency during the summer, the response usually will be one of limited school involvement. In that case, the following steps should be taken:

1. Disseminate information to the principal/designee, the Business Manager, and the parent liaison.
2. Identify close friends/staff most likely to be affected by the emergency. Keep the list and recheck it when school reconvenes.
3. Notify staff or families of students most likely to be affected by the emergency and recommend community resources for support.
4. Notify general faculty/staff by letter or telephone with appropriate information.
5. Schedule a faculty meeting for an update the week before students return to school.
6. Be alert for repercussions among students and staff.

When school reconvenes, check the core group of friends and other at-risk students and staff, and institute appropriate support mechanisms and referral procedures.

Evacuation Routes

Evacuation route maps have been posted in each work area.

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Special Information For Parents

Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

In the event of an emergency, we will share information with families via the school's automated calling system. Please make sure your updated contact information is in our system.

"YOUR ATTENTION PLEASE. THIS IS (NAME & TITLE) WITH AN IMPORTANT MESSAGE CONCERNING ALL OF VOICES COLLEGE-BOUND LANGUAGE ACADEMIES. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE'S PROTECTION, KEEP YOUR RADIOS TURNED TO YOUR LOCAL RADIO STATION FOR ADVISORY INFORMATION. PLEASE DO NOT CALL THE SCHOOL AS WE MUST HAVE THE LINES OPEN FOR EMERGENCY CALLS. WE WILL UPDATE YOU AS SOON AS WE HAVE FURTHER INFORMATION."

Dismissal

Should there be a major earthquake or other disaster, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.
2. Inform the teacher, aide or adult responsible for that classroom that you are taking the child from the class line.
3. Proceed with the child back to Student Release Tables to sign a Student Release/Runner Form (Appendix K) form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is if someone else arrives later looking for the child.
4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.
5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center (Appendix L) where the Business Manager will give you an assignment. Volunteers should leave children with their classes and not sign student release form(s) until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Responding to Emergencies

The following pages outline how staff should respond in the event of specific emergency situations:

Fire

When the fire is discovered:

- Activate the nearest fire alarm (if installed)
- Notify the local Fire Department by calling: **911**
- If the fire alarm is not available, notify the site personnel about the fire emergency: Call Teachers' 2-way radio

Evacuation Process for Teachers:

1. Get emergency backpack
2. Get your class roster (clipboard).
3. Get the evacuation map (clipboard).
4. Count your students before you leave the room.
5. Close your door upon exiting the room.
6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
7. Take roll at the Assembly Area.
8. Listen for direction from the principal.

The School needs to:

1. Notify the Fire Department by dialing 911. The Fire Department is to be notified of any fires larger in size than a wastebasket. The Fire Department should be given the following information:

Voices Morgan HIll
16505 Monterey Road
Morgan Hill, CA 95037
(408) 791-1700

Voices Franklin McKinley
715 Hellyer Avenue
San Jose, CA 95111
(408) 361-1960

Voices Mount Pleasant
14271 Story Road
San Jose, CA 95127
(408) 571-6404

Voices West Contra Costa
201 28th Street,
Richmond, CA 94804
(510) 480-0540

Voices Stockton
321 E Weber Ave
Stockton, CA 95202
(209)-455-5162

a. Exact location of the fire within the building

2. Have students and staff evacuate the building in accordance with established procedures.

Fight the fire ONLY if:

- The fire department has been notified; The fire extinguisher is in working condition
- The fire is small and is not spreading to other areas
- Escaping the area is possible by backing up to the nearest exit

Upon being notified about the fire:

- Leave the building using the designated escape routes
- Assemble in the designated area (see evacuation map)
- Remain outside until directed that it is safe to reenter

Business Manager and school support staff must:

- Disconnect utilities & equipment unless doing so jeopardizes his/her safety
- Coordinate an orderly evacuation of personnel
- Perform an accurate headcount of personnel reported to the designated area
- Determine a rescue method to locate missing personnel
- Provide the Fire Department personnel with the necessary info about the facility
- Perform assessment & coordinate weather forecast office emergency closing procedures

School support staff must:

- Ensure that all employees have evacuated the area / floor
- Report any problems to the principal/designee at the assembly area
- Assist all physically challenged employees and students in emergency evacuation

*****The principal/designee is the ONLY PERSON authorized to sign out a child in the event of ANY emergency*****

Scenario 1: Fire In Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

- The principal/designee will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
- The principal/designee will notify “911” and will provide the location and nature of the emergency.
- The principal/designee will instruct the Business Manager to prevent students from approaching the fire and keep routes open for emergency vehicles.
- The principal/designee will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
- If the principal/designee issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
- In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager of missing students.
- The principal/designee will keep a battery-powered radio tuned to a local radio station for emergency information.
- As appropriate, the principal/designee will activate the BrightArrow Parent Alert System.
- The principal/designee will notify Team Z of the emergency situation.
- The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Fire On School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the principal/designee.
2. The principal/designee will immediately initiate the EVACUATE BUILDING action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager of missing students.
4. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
5. Attempt to suppress fires and initiate rescue procedures until the local fire department arrives ONLY if the fire is small and is not spreading to other areas and/or escaping the area is possible by backing up to the nearest exit.
6. The Business Manager will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. A School Administrator will direct the fire department to the fire and brief fire department official on the situation.
8. The Business Manager will notify the appropriate utility company of damages.
9. The principal/designee will notify Team Z of the fire.
10. Any affected areas will not be reopened until the Santa Clara, Contra Costa, or San Joaquin County Fire Department or appropriate agency provides clearance and the principal/designee issues authorization to do so.
11. For fires during non-school hours, the principal/designee and Team Z will determine if the school will open the following day.
12. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

<u>Earthquake Procedure</u>

What to Expect During an Earthquake

The first indication of a damaging earthquake may be a gentle shaking, the swaying of hanging objects or the sound of objects wobbling on shelves. You may be jarred by a violent jolt. You may hear a low, loud, rumbling noise and then feel shaking, making it very difficult

to move from one place to another. The following may occur:

- Freestanding bookshelves may topple
- Wall-mounted objects may loosen and fall
- Suspended ceiling components may fall, causing others to come down with them
- Door frames may be bent by moving walls and may jam doors shut
- Moving walls may bend window frames, causing glass to shatter, sending dangerous shards into the room
- The accompanying noise may cause considerable stress

During an actual earthquake, the signal to begin the emergency procedure is the sensation of severe quaking.

If you are NOT told to Evacuate, each teacher needs to:

Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.

DUCK, or **DROP** down on the floor.

Take **COVER** under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

HOLD onto the furniture and be prepared to move with it.
Stay in this position for at least one minute or, in a real situation, until shaking stops.

After shaking stops, check for injuries, and render first aid.
If you are instructed to evacuate, each teacher needs to:

1. Get your class roster (backpack).
2. Get the evacuation map (backpack).
3. Count your students before you leave the room.
4. Be last to leave the classroom but once out of the room get to the front of the student line.
5. Ensure that your door is open upon exiting the room.
6. Bring your emergency backpack to the outdoor Assembly Area.
7. Zero noise is to be adhered as the class walks to and waits

Staff Responsibilities

The staff responsibilities during an earthquake are slightly different from the responsibilities

during a fire drill. Please read the following carefully:

Principal or designee	Initiates fire/evacuation drill. Evacuates students. Evaluates overall campus condition and takes precautionary action. Determines if conditions warrant forming a search and rescue team to find missing students. Determines when it is safe to return to class. Follow fire / evacuation written procedures at appropriate times.
Business Manager	Calls 911. Follow fire / evacuation drill procedures at appropriate times.
Custodian	Evaluates overall campus condition and takes precautionary action. Take necessary emergency precautions with gas, electricity, etc. Reports to principal when the preceding actions are complete.
Teachers	Initiate ***drop and cover*** procedures. Follow fire/evacuation drill procedures at appropriate times.
Students	Respond to the earthquake drill in a quick, calm and orderly manner. Listen and respond quickly to all instructions from staff.
Other Personnel	Drop and cover procedures. Follow fire/evacuation plan at appropriate time. Support teachers, assist students

Re-entry into Classrooms

The principal/designee will consider the severity of the emergency. If deemed safe, students will re- enter the campus. In **drill** situations, the announcement: "**All Clear**" will be announced on the PA System/Two-way radio .

Procedures of Injured Parties

In the event that the emergency situation warrants a lockdown of the campus, injured parties should be taken to the cafeteria or designated triage area.

Release of Staff

Once the student body is as safe and secure as possible, teachers will remain with their students until the principal or designee releases staff to attend to personal situations, families and home. ***Building evacuation following an earthquake is <u>vital</u> due to secondary hazards (explosions, fire, etc.)***

When evacuating, please follow the Evacuation Map. Follow Fire/Evacuation Drill Procedures once assembled.

****The principal/designee is the only person who may check out a child in the case of any emergency.****

Bomb Threat

General Information

Every person answering the telephone must understand the importance of a calm and reasonable action when a bomb threat is received. Information obtained by that person might be of great importance! Please see Appendix J for the Telephone Bomb Threat Reporting Procedure.

Person Receiving the Threat

Attempt to keep the caller on the line. Get as much information as possible from the caller. Refer to Bomb Threat Reporting Procedure and record appropriate data.

Immediately after receiving the threat, report all information to the principal or closest designee to the office. The principal or designee will coordinate procedures and make reports to the proper authorities.

Staff Responsibilities

Principal

- Assumes command of the crisis until replaced by the fire department/Sheriff's Department**.**
- Uses the bell system to signal (short bells in series) and the all-call system to announce,

"Your attention please. Your attention please. Evacuate the building – Evacuate the building."

- With the Business Manager or custodian, makes a search of the entire campus.
- Upon consultation with law enforcement/fire department (usually after inspection by law enforcement) declares the buildings to be unsafe.
- If school buildings are deemed unsafe, students will be transported (Directed Transportation) and parents will be notified.
- If the campus is inspected and declared safe, students will re-enter classrooms.

Principal's Designee

- Searches the office and reports any relevant information to the principal.
- Reports to the principal and assists as necessary.

Teachers

- Make a prompt visual search of the classroom and report any relevant information to the administration by phone, (missing students.)
- If a teacher receives a bomb threat refer to the bomb threat reporting checklist.
- Call the office and inform them of the threat. Office to call 911.
- If evacuation is ordered, **take students** to the designated evacuation area along with an emergency **backpack**.
- Leave the room unlocked and turn off lights as you leave.

Custodian

- Check all restrooms and perimeters around buildings, back and side gates.
- In the event the custodial staff is not on campus for any reason, the following backup plan will be followed: The **principal** and **principal's designee** will split the duties of the custodian.
- Will lock all gates

Intruder / Hostage Taking / Lockdown Procedure (Code Red)

If someone enters the school grounds or buildings with a deadly weapon:

1. Avoid confronting the student or gunman.
2. Notify the School principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.

The school principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman's location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Attempt to get the weapon from the gunman or student through negotiation, or take other appropriate action with the aid of local law enforcement.
5. If the level of threat is low, call the student to the office and have law enforcement take the appropriate action.

In case there is a HOSTAGE SITUATION at the school, staff should:

1. Stay Calm / Do NOT be a Hero
2. Follow instructions of the captor.
3. Cooperate; be friendly if possible; don't argue with or antagonize captor or other hostages.
4. Inform captors of medical or other needs.
5. Be prepared to wait; elapsed time is a good sign.
6. Don't try to escape; don't try to resolve the situation by force.
7. Be observant and remember everything that is seen or heard.
8. If a rescue takes place, lie on the floor and await instructions from rescuers.
9. The school principal, or his/her designee, should be responsible for the following:
10. Immediately notify law enforcement.
11. Move other students and teachers completely away from those who are in the hostage situation.
12. Keep everyone as calm as possible.
13. Be prepared to answer questions from the family.

Lockdown Procedure

If someone enters the school grounds or buildings with a deadly weapon, the staff should follow these guidelines:

1. Avoid confronting the student or gunman.
2. Notify the school principal, or his/her designee, or school office immediately.
3. Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.

The school principal, or his/her designee, should follow these guidelines:

1. Notify law enforcement immediately.
2. Identify the student or gunman (if known), the student or gunman’s location, and the location of the weapon.
3. Determine the level of threat. If the level of threat is high, call for additional backup.
4. Give the “Lockdown Order” to all Teachers.

Classroom Teacher Should:

1. Lock the classroom door when the “Lockdown Order” is given.
2. Barricade the door and any entrance to the classroom
3. Build a separate barricade for the students to hide behind
4. Quiet the students
5. Take roll
6. Wait for the “All Clear” order

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately call "911" and then notify the principal/designee.
2. The principal/designee will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
   For campuses located in Santa Clara County, if there is an active shooter on campus, students and staff should immediately utilize the Run, Hide, Defend protocol.
   **Run, Hide, Defend is to be used for students in 3rd grade and above. For 2nd grade and below, the appropriate response should be determined by on-scene school staff.
   ** A pre-determined meeting point should not be established
3.
4. The principal/designee will call "911" and provide the exact location and nature of the incident. The principal/designee should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
5. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
6. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
7. After the perpetrator(s) has been neutralized, the principal/designee will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
8. The school staff will work with local authorities to ensure injured students and staff receive medical attention.
9. The Business Manager will control all points of entry to the school.
10. The principal/designee will prepare a verified list of casualties, and the locations to which they were transported. The Principal/designee will work with the local Police Department ensure the notification of parents and family members.
11. All media inquiries will be referred to the principal/designee and local Police Department.
12. The principal/designee will debrief staff and school police officers.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Drive-by Shooting

With the availability of weapons and the increase in gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of students and staff.

If you suspect that shots may be fired from a passing vehicle:

1. Have staff and students lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle, try to identify:
    a. License plate number
    b. Type of vehicle
    c. Occupants
    d. Weapons

Immediately after the vehicle is gone:

1. Contact School Office
2. Office Staff will call 911
3. Principal/Designee will order Secure Building
4. Assess injuries, if any.
5. Have students move safely and quickly to their classrooms.
6. Do not move those seriously injured unless imminent danger exists. If the injured are ambulatory, move them to a safe shelter.
7. Immediately notify the office of the situation and report the extent of any injuries.
8. Stay with the injured until emergency services arrive.
9. Assist the authorities with as much detail as possible.
10. Alert Team Z of the incident.
11. If the media arrives, they should be directed to the CEO.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Severe Weather

Flood

If Indoors:

- Be ready to evacuate as directed by the principal and/or the designated official
- Follow the recommended primary or secondary evacuation routes

If Outdoors:

- Climb to high ground and stay there
- Avoid walking or driving through flood water
- If car/bus/van stalls, abandon it immediately and climb to a higher ground

Tornado

- When a warning is issued by sirens or other means, seek inside shelter. Consider the following safe places:
  - Small interior rooms on the lowest floor and without windows
  - Hallways on the lowest floor away from doors and windows
  - Rooms constructed with reinforced concrete, brick or no windows
  - Stay away from outside walls & windows
  - Use arms & protect head & neck
  - Remain sheltered until the tornado threat is announced to be over

Extended Power Loss

In the event of extended power loss to a facility certain precautionary measures should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and affecting sensitive equipment
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long term power loss:
  - Fire sprinkler system
  - Standpipes
  - Potable water lines
    - Toilets
- Equipment that contain fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids or provided with auxiliary heat sources

Upon Restoration of Heat & Power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensation from forming on circuitry
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on

Poisoning, Chemical Spills, Hazardous Materials Safety

Poisoning

If a student ingested a poisonous substance:

- Call **Poison Control Center Link Line 1-800-222-1222**. Take appropriate first aid measures.
- Call parents.
- Notify principal/designee.

When a large chemical spill has occurred:

- Immediately notify the principal or his/her designee
- Contain the spill with available equipment
- Secure the area & alert other site personnel
- Do not attempt to clean the spill unless trained to do so
- Attend to injured personnel & call the medical emergency number if required
- Call a local spill cleanup company or the Fire Department to perform a large chemical spill cleanup
- Evacuate building as necessary

When a small chemical spill has occurred:

- Notify the principal or his/her designee
- If toxic fumes are present, secure the area to prevent other personnel/students from entering
- Small spills must be handled in a safe manner, while wearing the proper PPE
- Review general spill cleanup procedures

Name of Spill Cleanup Company: **County of Santa Clara – Dept. of Environmental Health (408) 918-3400, Contra Costa Health Services (408) 925-335-3200, San Joaquin County - Dept. of Environmental Health (209) 468-3439**

Hazardous Substances

Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Brake Fluid

Airborne Gasses/Fumes

Always call for assistance and:

- Extinguish all ignition sources
- Shut off main emergency switch to fuel pump, if appropriate
- Move appropriate fire extinguishing equipment to area
- If possible, contain the spill to prevent further contamination

Move people/personnel away or evacuate from contaminated area

Biological / Chemical Attack

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in the surrounding

community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

Procedure

Scenario 1: Substance Released Inside a Room or Building

1. The principal/designee will initiate the EVACUATE BUILDING action. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The principal/designee will call "911" and the **California Emergency Management Agency, State Warning Center 1-800-852-7550** and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The principal/designee will notify Team Z of the situation.
4. The principal/designee will instruct school staff to isolate and restrict access to potentially contaminated areas.
5. The Business Manager will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The Business Manager should assess the need for medical attention.
7. The Business Manager will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Business Manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County/San Joaquin County HazMat or appropriate agency provides clearance and the principal/designee gives authorization to do so.

Scenario 2: Substance Released Outdoors and Localized

1. The principal/designee will immediately direct staff to remove students from the affected areas to an area upwind from the release. The principal/designee will, if necessary, initiate the EVACUATE BUILDING action.
2. The Business Manager will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The principal/designee will call "911" and the California Emergency Management Agency, **State Warning Center 1-800-852-7550** and will provide the exact location and nature of the emergency.
4. The principal/designee will notify Team Z of the situation.
5. The Business Manager will turn off local fans in the area of the release, close the

windows and doors and shut down the air handling systems of affected buildings.

6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). The Business Manager should assess the need for medical attention.
7. The Business Manager will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Business Manager will provide the list to the principal/designee and the emergency response personnel.
8. Any affected areas will not be reopened until the appropriate agency provides clearance and the principal/designee gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. If the principal/designee or local authorities determine a potentially toxic substance has been released to the atmosphere, the principal/designee will initiate SHELTER-IN-PLACE.
2. Upon receiving the SHELTER-IN-PLACE notification, the Business Manager will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the principal/designee, using the PA System/Two-way radio or other means without leaving the building.
4. The principal/designee will call "911", and the California Emergency Management Agency, State Warning Center 1-800-852-7550 and will provide the exact location and nature of the emergency.
5. The principal/designee will notify Team Z of the situation.
6. The principal/designee will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance, or staff is otherwise notified by the principal/designee.

Pandemic Influenza

During an influenza pandemic, social distancing measures to limit the spread of the disease will include limited public gathering, canceling public events and closing public gathering places including schools, in coordination with local and state officials.

The pandemic cycle may repeat multiple times for a period of up to two years.

Level III Prevention: Schools are open

- Normal School Activities with:
  - Prevention Communications
  - Prevention & Mitigation Activities
  - Pre Planning Activities
  - Implementation of disinfecting protocols
  - Implementation of individual control measures and screening
  - Implementation of physical distancing guidelines
  - Training staff & students on how to limit the spread of COVID-19 and Promoting Healthy Hygiene Practices
  - Implementation of COVID-19 Testing and Reporting Procedures

Level II Preparedness: Schools prepare for closure

- Plan for Continuity of Operations
- Plan for Continuity of Education
- Communication Plans
- Home learning/work Preparation Activities

Level I Response: Schools close

- Warning Phase:
  - Social Distancing
  - Minimum Days
  - No Extra-Curricular Activities
- Schools Close
  - Implement Continuity Plans

Level III Recovery & Prevention: Schools reopen

- Return to a “new normal”
- Establish routines
- Begin psychological recovery activities

Radiation Threat

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

- If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.
- If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
- Steps for self-decontamination:
  - REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
  - WASH SKIN as thoroughly as possible with lukewarm water.
  - LISTEN TO RADIO/PA System/Two-way radio for other instructions.

Air Pollution/Smog

Individuals Whom it May Affect

It is recommended that protective measures be taken by sensitive persons. These are persons with chronic lung disease or asthma, the elderly, the chronically ill and exercising children and adults.

Protective Actions

- Avoid strenuous outdoor physical activity during an episode.
- Avoid exertion or excitement, which will increase breathing rate.
- Plan indoor activities for students.
- Outdoor activities should be restricted beginning at stage two or when the media announces a bad air day.
- Remain indoors until the episode ends. Keep doors and windows closed, as indoor concentrations of ozone are about one-half that of outdoor levels.
- Use the air conditioner to recirculate indoor air and keep cool. High temperatures may add stress to the pollutant effects.
- Avoid aerosols, dust, fumes, and other irritants. Reduce activities such as cooking or cleaning, which produce irritants to the nose, eyes, and lungs.
- Avoid traffic-congested areas where pollutants are being generated, if you must go outside.
- During air pollution seasons, use the cooler morning hours for outdoor activities.
- Expect severity of symptoms to increase as ozone levels increase (coughing, wheezing, shortness of breath, headaches, chest discomfort and pain, etc.).
- If we are notified, via the health department/Team Z, that it is unhealthful for students to be outside, you will be notified, via the all-call system, that recesses are canceled.
- We will follow the “rainy day” schedule for lunch

AQI Basics for Ozone and Particle Pollution

Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.

Stage 1: Advisory/Alert

- MODIFY WORK PROGRAM to reduce activities that increase your respiration rate.

- REDUCE VEHICLE USE. Curtail work-related driving and carpool to and from work. Encourage students to bike, walk or carpool to school.

Stage 2: Warning

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or his/her designee is notified that the warning is terminated. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or his/her designee.

Stage 3: Declared Emergency

- IF AT HOME, REMAIN HOME. Sites will be closed until the principal or his/her designee is notified that the emergency is over. Await instructions from your supervisor.
- IF AT WORK, REMAIN AT WORK until released by the principal or his/her designee.

Fallen Aircraft

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property refer to the section on Biological or Chemical Release. If a crash results in a utility interruption, refer to the section on Loss of Power.

Procedure

1. The principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in the *"Immediate Response Actions"* section.
2. If the principal/designee issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal/designee will call "911" and the Police and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Business Manager will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to the section titled:

"Poisoning, Chemical Spills, Hazardous Materials Safety Procedures". If the crash results in a utility interruption, refer to the section on Loss of Power.

6. The principal/designee will direct the Business Manager to organize fire suppression activities until the Fire Department arrives.

7. The Business Manager will check injuries to provide appropriate first aid.
8. The principal/designee will call the office of Team Z.
9. Any affected areas will not be reopened until the Santa Clara County/Contra Costa County HazMat Compliance Division or appropriate agency provides clearance and the principal/designee issues authorization to do so.
10. If it is unsafe to remain on campus, the principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Explosion

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]*. It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to the appropriate section.

Procedure

Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The principal/designee will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION.
4. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Business Manager of missing students.
7. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.The Business Manager will check for injuries and provide appropriate first aid.Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary

combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

8. The Business Manager will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
9. The principal/designee will notify Team Z of the situation. The Business Manager will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
10. When it is determined safe to enter affected areas, the principal/designee will advise the Business Manager to initiate search and rescue activities.
11. The principal/designee will contact the Local Fire Department to ensure buildings are safe for reoccupancy.
12. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the principal/designee gives authorization to do so.
13. The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions

Scenario 2: Risk of Explosion on School Property

1. The principal/designee will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the principal/designee issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The principal/designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The principal/designee will advise the Business Manager to initiate rescue operations.
7. The Business Manager will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The principal/designee will notify Team Z of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the principal/designee issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The principal/designee will initiate an OFF-SITE EVACUATION if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The principal/designee will initiate the SHELTER-IN-PLACE response action.
2. The principal/designee will notify "911" and will provide the exact location (e.g., building, area) and nature of emergency.
3. The principal/designee will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal/designee issues further instructions.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The principal/designee will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The principal/designee will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Business Manager will turn off the school's main gas supply, local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The principal/designee will monitor radio or television announcements and initiate further actions as appropriate.
7. At the principal/designees discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the principal/designee issues further instructions.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Unlawful Demonstration / Walkout

An unlawful demonstration / walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin,

personnel should immediately notify the principal/designee.
2. The principal/designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The principal/designee will notify Team Z to request assistance and will provide the exact location and nature of the emergency.
4. The Business Manager will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Business Manager, in consultation with the principal/designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while off site.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the principal/designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The principal/designee should keep an accurate record of events, conversations and actions.
8. All media inquiries will be referred to the principal/designee.
9. The principal/designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
10. The principal/designee will notify parents of the incident, as appropriate.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Emergency Drills

The school is proactive when it comes to the safety of staff and students. The school will conduct fire drills, earthquake drills, and Lock Down/Code Red drills (intruder on campus) on a regular basis.

Earthquake Drill Procedure

Earthquakes strike without warning and the major shock is usually followed by numerous aftershocks, which may last for weeks or months. An earthquake's effect on buildings will vary from building to building.

The major threat of injury during an earthquake is from falling objects and debris and many injuries are sustained while entering or leaving buildings. Therefore, it is important to remain inside the building and quickly move away from windows, glass, partitions, and shelves. In the case of an earthquake, the following procedures should be followed:

Drop procedure – As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

1. **In the event of an earthquake alarm, if you are NOT told to Evacuate, each student, teacher and other employee needs to begin the Drop Procedure of DUCK, COVER and HOLD.**

    1. Take cover under a sturdy desk or table, in a doorway, or against an inside wall until the shaking stops. Give the DROP AND COVER command.
        - DUCK, or DROP down on the floor.
        - Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
        - HOLD onto the furniture and be prepared to move with it.
        - Stay in this position for at least one minute or, in a real situation, until shaking stops.
    2. After shaking stops, check for injuries, and render first aid.

2. **Evacuation**

    An Evacuation should NEVER be automatic. Evacuations shall occur when directed over the walkie- talkies by the principal/designee.

    If you are instructed TO evacuate, each teacher needs to:

    1. Get your class roster (clipboard).
    2. Get the evacuation map (clipboard).
    3. Count your students before you leave the room.
    4. Ensure that your door is open upon exiting the room.
    5. Bring your emergency backpack to the outdoor Assembly Area.
    6. Zero noise is to be adhered as the class walks to and waits at the Assembly Area.
    7. Take roll at the Assembly Area.
    8. Listen for direction from the principal/designee.

    When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers take roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

3. **All Clear:**

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more.

- Missing students are reported to the attendance office.

There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Predetermined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Fire Drill Procedure

Principals shall hold fire drills at least once a month in all elementary schools. The principal or designee shall keep a copy of each drill conducted on the Safety Drill Schedule.

1) Evacuation:

Whenever the alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.

Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.

Evacuation areas will be established away from fire lanes.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within 5 minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Shelter-in-Place

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

Signal: The signal for the "Shelter-In-Place" drill is the following PA/two-way radio announcement.

"YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "**Duck and Cover**" position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

This action is taken when the threat of violence or gunfire is identified or directed by law

enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lockdown, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lockdown is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

REMEMBER- Students will model their emotional reaction after yours.
STAY CALM.

Description of Action

1. The principal will make the following announcement on the PA System/Two-way radio . If the PA System/Two-way radio is not available, the principal will use other means of communication, i.e., sending messengers to deliver instructions. The principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCKDOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM."

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Staff Responsibilities during a Lockdown

Principal/designee	Announces Lockdown procedure on the PA System/Two-way radio . Ensures doors are locked in all buildings.

Business Manager	Calls 911. Locks the office door. Keep phone lines open.
Custodian	Locks all gates to campus.
Teachers	Lock the classroom door and remain with students. Take roll, list all students missing from class and identify their locations (RSP, Speech, absent, etc.). Notify the office, by phone **ONLY** if they have "lost" children on campus i.e. went to the bathroom, were en-route to the office **OR** if they have a "loose"child from another class.
Students	Respond to campus security drills in a quick and orderly manner. Listen and respond quickly to all instructions from staff. Students at recess, report to the cafeteria. Stay in seats and remain quiet. Stay away from windows.

No one leaves the classroom!

The end of the Lockdown will be announced over the PA System/Two-way radio .**DO NOT use cell phones to contact the office or outside community. Teachers and staff should not initiate contact with parents.**

Interactions with the Media

The Chief Executive Officer (CEO) shall be the first point of contact for all media inquiries. If a staff member, other than the CEO, receives a request from the media, the staff member shall refer the media to the CEO.

Any staff members wishing to initiate a story with the media shall consult with the CEO prior to contacting the media.

Appendices

A. Monthly School Site Safety Checklist

On a monthly basis, the principal/designee will complete the following Monthly School Site Safety Checklist, with the assistance of a Voices staff member onsite. **This Checklist is to be completed to ensure that personnel at each school site are complying with the Voices (& State/Federal) School Site Safety policies & procedures.** The principal, Business Manager and Dean of Culture or Parent Liaison have critical roles to play in ensuring compliance with the Voices School Site Safety procedures and policies.

Safety Administrative Review	
School Name:	**Date:**
Follow-up Review (Noted in RED)	**Date:**

Exterior Areas:

- ⬜ Are exterior premises equipped with appropriate signage that provides warnings, facility use restrictions, and other relevant information?
- ⬜ Are parking areas paved, striped, and signed as appropriate, and free of vehicles parked in unauthorized locations?
- ⬜ Are paved surfaces, such as parking lots, sidewalks, and courtyards, free of hazardous conditions or deterioration?
- ⬜ Is turf in good condition; is landscape well-groomed and free of overhang, concealment, or other potential hazards?
- ⬜ Does the site drainage system appear to effectively remove irrigation and storm water runoff and prevent standing water or unacceptable erosion?
- ⬜ Is fencing provided, and are fences and gates of an appropriate type and condition?

Findings:	
Correction	

Building Conditions:

- ⬜ Do interior and exterior lighting appear to be adequate, and are lighting fixtures in good condition?

- ⬜ Does building structures and finish materials appear to be in good condition and free of visible deterioration?
- ⬜ Is the building free of substandard or improvised construction?
- ⬜ Do doors, windows, and glass appear to be of an appropriate type and condition?
- ⬜ Was the building free of apparent leaks or other obvious water intrusion?
- ⬜ Do walls and ceilings appear to be of an appropriate type and condition?
- ⬜ Are floors and floor coverings of an appropriate type and condition?
- ⬜ Are stairs and ramps in good condition and equipped with handrails where required?
- ⬜ Are movable walls and partitions in good condition, properly inspected, and maintained?
- ⬜ Is there a written plan detailing what to do in the event of a leak and liquid damage?

Findings:	
Correction	
Action taken	

Doors, Exits, and Means of Egress:

- ⬜ Are exits and exit paths unobstructed and regularly inspected, and are doors free of inappropriate locks?
- ⬜ Are “EXIT” and “NOT AN EXIT” signs installed?
- ⬜ Is emergency lighting provided as required, and is it properly maintained?
- ⬜ Is the site's emergency evacuation map posted near all classroom and/or office doors?
- ⬜ Are doors and curtains inspected, functional, and properly maintained

Findings:	
Correction	
Action Taken	

Assembly Areas:

- ⬜ Is the occupancy limit conspicuously posted and strictly observed in each assembly area?
- ⬜ Are seating systems in good condition and equipped with guardrails where required?
- ⬜ Are stages free of idle storage or inappropriate use, and is the edge of the stage readily visible to prevent fall incidents?

Findings:	
Correction	
Action Taken	

Emergency Action Equipment & Systems:

- ⬜ Are the appropriate types of fire extinguishers properly installed, unobstructed, inspected on a monthly and annual basis, and equipped with service tags?
- ⬜ Are fire sprinkler systems in good condition and properly certified and inspected; are sprinkler heads and valves/risers unobstructed and properly identified; and are fire department pumper connections equipped with protective caps?
- ⬜ Are alarm systems installed and tested on a regular basis, and are pull stations and alarm panels unobstructed?
- ⬜ Are employees familiar with the location and operation of alarm and fire protection systems, and are employees familiar with their duties and responsibilities in an emergency?
- ⬜ Is emergency communication and broadcast equipment available, such as public announcement systems and radios?
- ⬜ Is someone immediately available at all times (24 hours,7 days) with authorization to call and bring in professional cleanup and restoration companies?
- ⬜ Is the supply of spill response and pipe repair materials complete, readily accessible and checked at least quarterly?
- ⬜ Are pipe diagrams or prints up-to-date and showing the location of valves for all liquid-carrying systems? Isometric drawings are very beneficial.
- ⬜ Are valves placarded or tagged for easy identification?
- ⬜ Are shutoff valves “exercised” (closed, reopened and lubricated as needed) at least annually to verify they can be quickly closed during an emergency?

Findings:	
Correction	

Mechanical and Utility Systems:

- ⬜ Are electrical panels and utility shut off switches and valves unobstructed, properly labeled or identified, and protected from tampering; and do visible system components appear to be in good condition?
- ⬜ Are electrical wiring systems in good condition; is live wiring properly capped and concealed; and is wiring free of damage or improper usage?
- ⬜ Are electrical power cords and extension cords properly placed and free from damage or inappropriate use?
- ⬜ Chemicals and Chemical Storage
- ⬜ Are hazardous chemicals properly stored?
- ⬜ Are all containers holding hazardous materials properly labeled with the chemical name and an appropriate hazard warning?
- ⬜ Are all chemicals reviewed prior to use, and do employees refrain from bringing in household chemicals?

⬜ Are employees familiar with the location and use of Safety Code Sheets?

Findings:	
Correction	

Housekeeping and Storage Practices:

⬜ Are storage areas uncluttered with adequate aisles maintained, and is overhead storage secured with sufficient clearance to the ceiling or sprinkler heads?
⬜ Are mechanical and electrical utility rooms free of inappropriate storage?
⬜ Are shelving units anchored to the wall or floor to prevent falling?
⬜ Are heavier items stored within the optimum lifting zone to prevent topheavy arrangements or lifting injuries, and are bulky items stored on lower shelves or on the floor?
⬜ Are landings and stairs free of storage?
⬜ Are the premises free of the accumulation of trash, debris, or the unsafe storage of combustibles?
⬜ Are important records and other sensitive items secured and stored above the floor or ground level to prevent water damage?
⬜ Does the staff have immediate access to a spill response cart/supplies and emergency pipe repair supplies?
⬜ Are housekeeping personnel instructed to immediately notify maintenance when any types of dripping, leakage or clogged drains are found

Findings:	
Correction:	
Action Taken	

Disabled Access:

⬜ Are an appropriate number of parking spaces designated for disabled persons, and are they properly designed, constructed, and signed?
⬜ Are accessible routes to the building provided, and are at least half of the entrances accessible to disabled persons?
⬜ Is signage provided at entrances, facilities, or other non-accessible services to direct disabled persons to entrances, facilities, or services that are accessible?
⬜ Are doorways designed to facilitate the passage of wheelchairs?
⬜ Are access ramps properly designed, constructed, and equipped with guardrails and non-slip surfacing?
⬜ Are an appropriate number of restrooms designed to accommodate persons with disabilities?
⬜ Are stages and other multi-leveled areas accessible to persons in wheelchairs?
⬜ Are other fixtures and services accessible to persons with disabilities?

Findings:	
Correction	

General Conditions – Other:

- ⬜ Is the site free of graffiti or other signs of vandalism?
- ⬜ Are other general conditions free of apparent hazards or concerns?

Findings:	
Correction	

Classroom and Office Section:

- ⬜ Are classroom decorations displayed in a safe and acceptable manner?
- ⬜ Is furniture installed and oriented in a safe and secure manner and free of apparent hazards?
- ⬜ Are tall bookshelves and cabinets secured to the wall or floor to prevent them from tipping over?
- ⬜ Are electrical power cords and extension cords properly placed and free of inappropriate use or other apparent hazards?
- ⬜ If applicable, are toys and playthings in good condition and regularly sanitized?
- ⬜ Are classrooms and offices otherwise free of apparent hazards or concerns?

Office:

- Are the names and phone numbers for professional cleanup and restoration companies readily available?
- Is someone available on all shifts trained to respond immediately to any leak?

Cafeteria:

Boys Restroom:

Girls Restroom:

Staff Restroom:

Classrooms:

1. **Observation #1:**
2. **Observation #2:**

Findings will need to be corrected no later than _____.
I have scheduled your next follow-up review on _____.

_____ _____

BM Signature Date

_____ _____

Administrator Signature Date

Maintenance and Repair Log

Maintenance and Repair Log

Date/Time	Reason for Action (Regular Maintenance or Discovery of Problem)	If problem, Description of Action Required	Location/Item to be Repaird	Explain what was done	Referred to (Name of company, if any)	Verified by:

Unsafe or Hazardous Conditions Log

Unsafe or Hazardous Conditions Log

Date/Time	Unsafe or Hazardous Condition	Description of Action Required	Location of Unsafe or Hazardous Condition	Explain what was done	Referred to (Name of company/person, if any)	Verified by:

B. Classroom Safety Checklist

School Year Kick Off Room Checklist
Voices College-Bound Language Academy

Teacher Name: Room number:

Item	Check	Comment	Re-Check
Red/black backpack near front door (contains green, red card and roster)			Y N Partial
Code Red, Blue and 9 Instructions and Evacuation Map posted near front door	Y N Partial		Y N Partial
Sub Folder easily visible and complete ❏ 3-days worth of lessons ❏ Seating charts ❏ Emergency procedures ❏ Phone numbers ❏ Special Student needs ❏ Schedule ❏ Roster ❏ School-wide character tools	Y N Partial		Y N Partial
Room clean and organized	Y N Partial		Y N Partial
"Joy Factor" apparent in room environment	Y N Partial		Y N Partial
Snack Container	Y N Partial		Y N Partial
Data walls up ❏ Reading Levels English ❏ Reading Levels Spanish ❏ Sight Words and/or Fluency ❏ Math or ELA Assessments	Y N Partial		Y N Partial

University Wall	Y N Partial		Y N Partial
Cooperative seating	Y N Partial		Y N Partial
Daily Schedule and objectives posted ❏ Content Objectives ❏ Language Objectives	Y N Partial		Y N Partial
Behavior Chart ❏ Think-It-Through Sheet Folder ❏ Buddy Room Papers ❏ Clip Chart/Citizenship Contract ❏ Hecka Bueno Points	Y N Partial		Y N Partial
Character Education Wall ❏ Uniform Checklist	Y N Partial		Y N Partial
Word Wall or Vocabulary Wall	Y N Partial		Y N Partial
Content Areas ❏ Math ❏ ELA ❏ Class Library ❏ Other _____	Y N Partial		Y N Partial
Guided Reading Table (prompting guides, pencils, book storage, white boards, markers, post-its….)	Y N Partial		
Phone message set up	Y N Partial		Y N Partial
Assistant Teacher workstation	Y N Partial		Y N Partial

WALK THROUGHS

1) Date _____ Principal Signature _____

2) Date _____ Principal Signature _____

3) Date _____ Principal Signature _____

C. Student Accident Report

Please fill out an accident report for any injuries beyond first-aid, if professional medical care is recommended or provided (e.i. If you believe there will be medical bills associated with the jury). Student head and eye injuries should always be reported.

Student Accident Reports should be reported on-line: http://www.chartersafe.net/.
Please keep a copy in your file.

Student Information

1. First Name of Injured Student: _____
2. Last Name of Injured Student: _____
3. Student date of birth: _____
4. Student gender: _____
6. Student grade: _____
7. Charter School Name: _____
8. Charter School Address, City/State/Zip: _____
9. School Contact Name: _____
10. Contact Title/Phone Number/Email: _____

Incident Details

1. Describe the incident in details: _____
2. Date of accident/incident: _____
3. Incident Time (Please include AM/PM: _____
4. If incident did not occur at the site address listed above, please indicate the street address of the incident: _____
5. Incident City, State, Zip: _____

6. Specific body part(s) injured: _____

7. Type of Injury or illness: Bum, cut, Fracture, Other, Scrape, Sprain/Strain

8. If other type of injury, please indicate: _____

9. Was on-site nurse contacted?: Yes or No Date and Time if Nurse contacted: _____

10. Was treated refused?: Yes or No What type of medical treatment was given?_____

11. Did paramedics transport student? Yes or No Paramedic transport date/time: _____

12. Was parent/guardian contacted? Yes or No Contacted date/time: _____

Parent/Guardian Information

1. Parent/Guardian Name: _____

2. Parent/Guardian Address/City/State/Zip: _____

3. Parent/Guardian Phone: _____

4. Parent/Guardian Email: _____

5. Was parent/guardian provided a Gallagher Koster Student Accident Claim Form? Yes or No
If no, why not? _____

Witness Information

1. Witness Name: _____

2. Witness Address/City/State/Zip: _____

3. Witness Phone: _____

4. Witness Type: Administrator, Aid, Coach, Guest, Other Staff, Student, Teacher, Volunteer

5. Name of person to whom the accident or incident was reported: _____

6. Date the accident was reported to this person: _____

7. If the accident was not reported immediately, why not? _____

Prevention Information

1. If athletic or playground injury, what type of surface was the student on when the injury occurred? _____

2. What steps have been taken or recommended to prevent a recurrence? _____

3. Any additional information or notes: _____

D.Employee Incident Report

School Information:

Charter School: _____ Location/Site: _____

Supervisor's name: _____ Title: _____

Address where incident occurred: _____

Employee Information:

Name of injured employee: _____Sex:_____M/F Occupation: _____

Date of hire: _____ Date of birth: _____ SSN: _____

Marital Status: _____ Dependents? Yes/No If yes, how many? _____ Ages? ____

Employee address: _____

Gross wages/salary: $_____per _____(hour/week/month/year) Pay schedule:
___12mth___11mth___10mth

Employment Status: ___Full Time___PartTime___Temporary/Subsitute____Contracted___Seasonal

Employee usually works: ____hours per day____days per week____total weekly hours

Incident Information:

Date of Injury or illness: _____Time: _____ AM/PM_____Time employee began work:_____AM/PM

Was employee unable to work at least one full day after date of injury? Yes/No If yes, date last worked: _____

Has employee returned to work? _____ Yes date returned: _____ No, still off work _____

Paid full day's wages for date of injury or last day worked? Yes/No Salary being continued: Yes/No

Name of person to whom the injury or illness was reported: _____

Date of your knowledge of injury or illness: _____ Was employee provided a claim form (DWC-1) Yes/No

If yes, date of employee was provided claim form (DWC-1):_____ If not, why not? _____

If the accident was not reported immediately, why not? _____

What was employee doing at the time of injury or exposure?

_____

_____

_____

Person, object or substance that directly injured employee: _____

Please check one: ____ I know the injury occurred on duty. ____ I have no specific knowledge that the injury occurred on duty.

Medical Information:

Was the on-site nurse contacted? Yes/No If yes, date and time: _____

Was medical treatment recommended? Yes/No If no, was treatment refused? Yes/No

What type of medical treatment was given? First-Aid __Clinic__Emergency Room__Paramedics__Hospitlaization

Did paramedics transport an employee? Yes/No If no, why not? _____

Medical Facility Name: _____ Physician Name: _____

Address: _____ City/State/Zip: _____

Phone: _____ ext.: _____

Did you refer the employee to an industrial medical provider who specializes in WC and return to work issues? Yes/No

If not, why not? _____

Kaiser Medical Record #: _____

Body part injured (check all that apply and indicate left and/or right):

__Head __Face __Eye __Neck __Upper back __Lower back __Arm __Wrist __Finger __Upper leg __Lower leg __Knee __Ankle __Foot __Toe __Other

Nature of injury or illness:

__Scarpe __Cut __Puncture __Bruise __Burn __Sprain/strain __Foreign body __Poisoning __Fracture __Skin problem __Chemical-related __Heat-related __Non-industrial/cold/virus related __Loss of consciousness __REspiratory problem __Other

Check any of the following possible causes that may apply:

__Haste/unsafe speed __Unsafe use of equipment __Disregard of instructions/procedure __Failure to use protective gear __Defective equipment __Alcohol/drug use __Horseplay __Inattention __Carelessness __Assault __Unsafe lifting/position __Running/jumping __Environtmental condition __Acto of other __Physical disability
__Other (please explain): _____

Witness Information:

Name: _____ Relation to Employee: _____

Home Address: _____

Home Phone: _____ Cell phone: _____ Email: _____

What steps have been taken or recommended to prevent a recurrence?

_____

_____

E. Self Harm/Suicide Risk Assessment Form

Voices College Bound Language Academy
Self Harm/ Suicide Risk Assessment Form

Confidential

Referral Date:	Time Event Occurred:	
1. Student's Name:	Age:	Gender:
2.Parent/Guardian:	Phone Number:	
3.School:	Grade:	
4.Person Completing SSRA:	Title:	Signature:

5. Student Referred by:
Self_____ Parent_____ Teacher_____ Counselor_____
Other_____

6. Reasons For Referral (check all that apply):

___Self harm
___Self cutting
___Burning
___Pinching

___ Suicidal Ideation
___ Direct Threat (ex. " I am going to kill/hurt myself")
___ Indirect threat (ex. "I feel like dying"
___ to self ___others
___ Accesses concerning content online

Observed any of the Following:

____Sudden Change in Behavior
____Previous Attempt(s)
____Giving Away Possessions
____Mood Swings
____Self-Injurious Behavior
____Accessing Concerning Content
____Signs of Depression
____Truancy/Running Away
____Frequent Complaints of Illness
____Alcohol or Drug Use
____Other:

7. Please explain what happened:

_____

_____

_____

_____

_____

_____

8. Confirm Receipt by a Crisis Team Member:

Name and Title of Crisis Team Member:	Signature:	Time received:

For Crisis Team Use Only:

9. Previous Referral?:_____ Date(s):_____
10. Student Interview: The student told me the following:(Check all that apply.)

♦Student said that he/she had been thinking about self-harm/ suicide, the last time he/she thought about self-harm/ suicide was_____BUT IS NOT CLEAR WITH THE THOUGHT.

♦Student said that he/she had A PLAN BUT WILL NOT DIVULGE:_____
_____
_____
_____
_____

♦Student indicated that he/she had previously attempted suicide/ self-harm on_____by means of:_____
_____
_____
♦Other Important Information:_____
_____

_____
_____
_____

This is a recommendation for further psychological evaluation for self-harm/ suicide based on the following:
___Self-Harm/ Suicide Interview
___Other:_____
_____

11. Risk Level: **___Low ____Medium ____High** *(FOR HIGH Risk: CALL ONE OF FOLLOWING: 1. Uplift-(formally EMQ,Uplift Mobile Crisis Team (408)379-9085 2.Alum Rock Crisis Alum Rock Crisis Unit (408) 294-05793. Or 911 for imminent danger or if other crisis teams can't respond - request an officer trained in mental health support if available*

Person conducting interview:_____

Date:_____ Time:_____ Signature:_____

Intervention/ Action Taken:

_____Parent/Guardian Contact:
Date/Time: _____ Outcome:_____

_____Parent Signed Self Harm Notification: Parent/Guardian Notification (attach copy): Self Harm Notification
Response:_____ Date/ Time:

_____Resources Provided to Parent/Guardian:
INCLUDING: _____ Date/ Time:_____

_____Outside Referral Made:
To: _____ Date/ Time:_____

_____Uplift Crisis Team Unit Called:
Time:_____Outcome:_____
___

Child Abuse Report Made (endangerment):

NAME OF INTAKE WORKER: _____

Referred to Police:
NAME OF OFFICER _____

_____Hospitalization

_____School Based Counseling:
Date Referred:_____ Parent signed permission slip(Date):_____

_____Program Modification
INCLUDING: _____

_____Student Safety plan created (attach copy):_____

Other (Please explain):_____

_____

Make 2 Copies for School Principal & Counselor and Place Original Form In Orange Confidential Crisis Team File — DO NOT Place in CUM FILE

F. Medication Doctor & Parent Authorization Form

Voices College-Bound Language Academy
Medication Doctor & Parent Authorization (California Education Code 49423)

Student Name:_____Grade:_____ Teacher:_____

Height:_____ Weight:_____ DOB: _____ Age:_____

List any known drug allergies/reactions:_____

DOCTOR'S AUTHORIZATION

Name of Medication:_____ Diagnosis:_____

Dosage:_____ Route:_____

Frequency/Time(s) to be given:

Begin Medication:_____Stop Medication:_____
_____ Date Date

Special Instructions:

Does medication require refrigeration? Yes No
Is the medication a controlled substance? Yes No
If asthma inhaler or emergency medication, do you recommend this medication be kept "on person" by the student? Yes No

Potential Side Effects / Adverse Reactions:_____

Treatment Order in the event of an adverse reaction: (Attach additional sheet if necessary)

_____

_____

_____

Physician Signature ***Date*** ***Phone & Fax Contact Information***

Parent Authorization

I authorize Voices College-Bound Language Academy personnel the task of assisting my child in taking the above medication. I understand that additional parent/doctor statements will be necessary if the dosage of medication is changed. I also authorize Voices College-Bound Language Academy personnel to talk with the physician or pharmacist should a question come up about the medication.

Medication must be registered with the principal or his/her designee. It must be in the original container and be properly labeled with the student's name, Doctor's name, date of prescription, name of medication, dosage, strength, time interval, route of administration and the date of the drug's expiration when appropriate.

_____ _____ _____

Signature of Parent/Guardian ***Date*** ***Phone (cell, home, work)***

AUTHORIZATION FOR SELF-ADMINISTRATION OF MEDICATION

Is student authorized to self-administer this medication/these medications while at school?

If yes, please complete the following:

Student: I certify that I have read and understand the instructions regarding the self-administration of my medication(s). I agree to take these above medications according to my health care provider's recommendation.

Student Signature: _____Date: _____

Parent/Guardian: _____ (student) has been instructed in the proper dosage and administration of the following medication(s):_____. I request that she/he be permitted to carry this medication on her/his person and self-administer it as directed by her/his health care provider and in accordance with school policy and procedures.

Parent/Guardian Signature: _____Date: _____

G. Severe Allergy Medical Management Plan Signature Page

Recommendation of the Severe Allergy Medical Management Plan

I, the undersigned, recommend the Severe Allergy Medical Management Plan as indicated.

_____ _____

Physician Signature Print Physician Name

_____ _____ _____

Address Phone Date

I, the undersigned, have received, have read, understand, and agree to the school's implementation of the Severe Allergy Medical Management Plan:

_____ _____

Parent Signature Date

H. Emergency Phone Numbers

		Flagship	Mount Pleasant	Stockton	West Contra Costa
Fire	911	408-277-8911	408-277-8911	209- 937-8801	510-307-8031
Ambulance	911	911	911	911	911
Police	911	408-277-8911	408-277-8911	209-937-8377	510-233-1214
Gas	911	800-277-8911	800-743-5000	209-468-3090	804-646-4646
Electric	911	800-743-5000	800-743-5000	800-743-5000	855-285-5503
Water	911	408-279-7900	408-279-7900	209-249-4600	855-285-5503
Gang Hotline	911	408-293-GANG		209-937-7151	804-646-5387
County Emergency Services	911	408-885-6229 1-800-SUICIDE 1-800-273-TALK		209-953-6200	804-333-5089
Crisis Response Team	911	408-279-3312		209-468-8686	803-788-6448
Poison Control Center Link	911	1-800-222-1222			
County Dept. Of Environment Health	911	408-918-3400		209-468-3420	804- 646-3153
CA Emergency Mgmt. Agency State Warning Center	911	1-800-852-7550			
EMQ Mobile Crisis Team	911	408-379-9085		209-468-8686	800-412-7474
Crisis Unit	911	408-294-0579			1-800-273-8255

SJPD Liaison: Officer Matias Cervantes, Badge #3688, (408)823-5668, email; 3688@SANJOSECA.GOV
Richmond Police Department (510) 724-8950
Stockton Police Department: (209) 937-5486
Morgan Hill Police Department: (408) 779-2101

I. School Crisis Emergency Backpack Checklist

Determine specific needs and ensure that all the contents are in the appropriate backpack and are current.

Last updated:

By (print name):

Signature: _____

- Map or diagram of campus with evacuation sites marked
- Staff emergency vest(s) of appropriate color (if required)
- Student/staff emergency cards/roster
- Student/staff attendance for current day
- Student/staff sign out sheet (not official)
- Appropriate facility keys
- Latex gloves in zip lock bag
- Flashlight with batteries bagged separately
- Whistle
- Two pens
- Large marker
- Small notebook and/or legal pad
- Scissors and/or utility tool
- Post it notes
- Assorted Band-Aids
- Lifesavers or other hard candy
- Class activity or game (if appropriate)

J. Telephone Bomb Threat Reporting Procedure

Instructions:

- Be Calm & Courteous
- Listen & do not interrupt the caller
- Keep caller talking (pretend difficulty hearing)

Your Name: _____ Time: _____ Date: _____

Document the following:

Caller's Identity:

Male/Female Adult Juvenile Approximate Age:_____

Voice Characteristics:

Loud High Pitch Soft Deep Raspy Pleasant Intoxicate Other: _____

Acent:

English Spanish Other: _____

Speech:

Fast Stutter Slurred Slow Distorted Nasal Other: _____

Language:

Excellent Fair Foul Poor Other: _____

Background Noises:

Factory Machinery Trains Music Street Animals Voices Party Airplanes Quiet

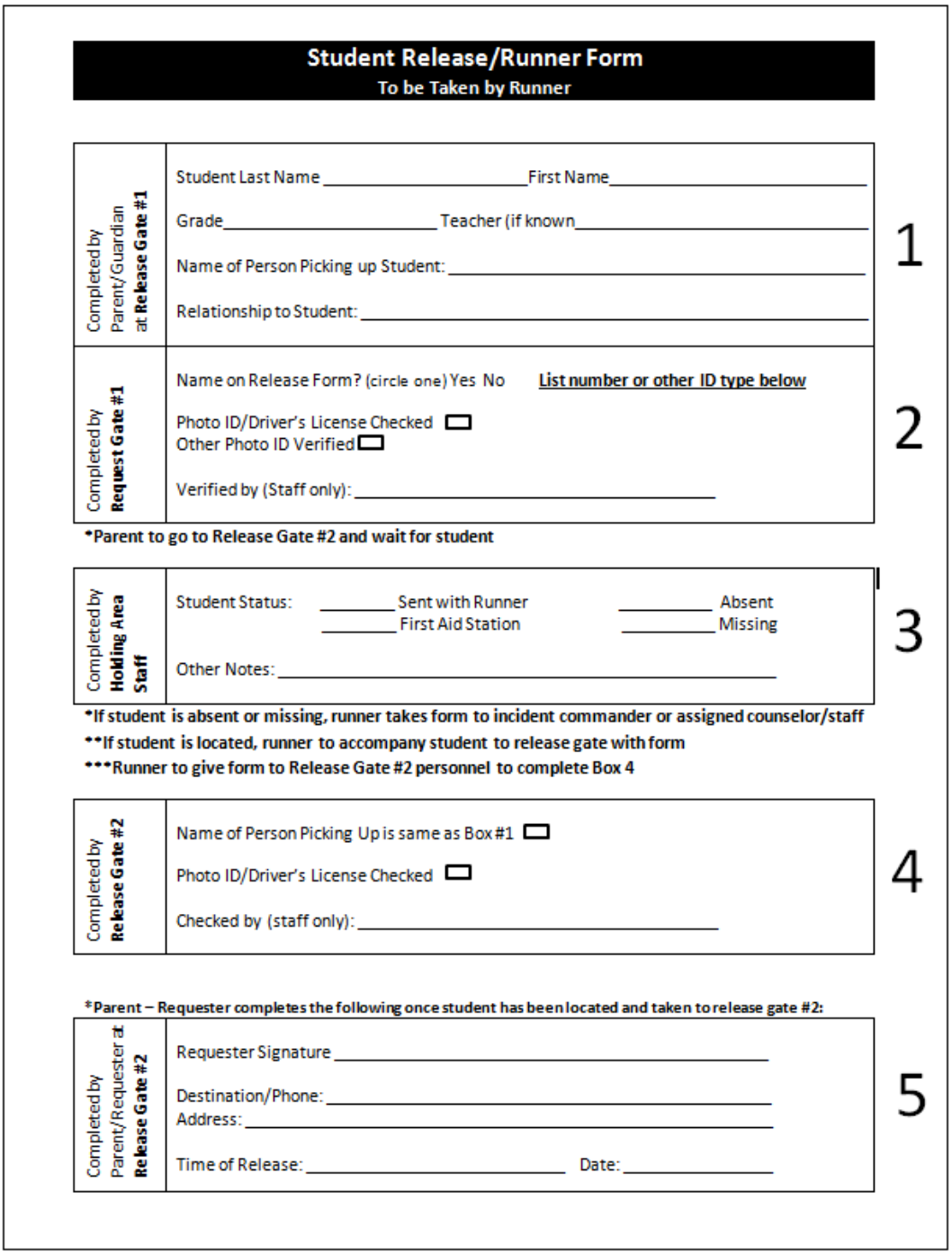
Ask the following questions to Bomb Threat Person (if possible):

- What time will bomb go off:
- Where is it located:
- What kind of bomb is it:
- What kind of package is it in:

- What is your name & address: _____

Call the Police / Notify your supervisor immediately

K. Student Release/Runner Form



Student Release/Runner Form
To be Taken by Runner

Completed by Parent/Guardian at **Release Gate #1**	Student Last Name _____ First Name _____ Grade _____ Teacher (if known _____ Name of Person Picking up Student: _____ Relationship to Student: _____	1
Completed by **Request Gate #1**	Name on Release Form? (circle one) Yes No **List number or other ID type below** Photo ID/Driver's License Checked ☐ Other Photo ID Verified ☐ Verified by (Staff only): _____	2

***Parent to go to Release Gate #2 and wait for student**

Completed by **Holding Area Staff**	Student Status: _____ Sent with Runner _____ Absent _____ First Aid Station _____ Missing Other Notes: _____	3

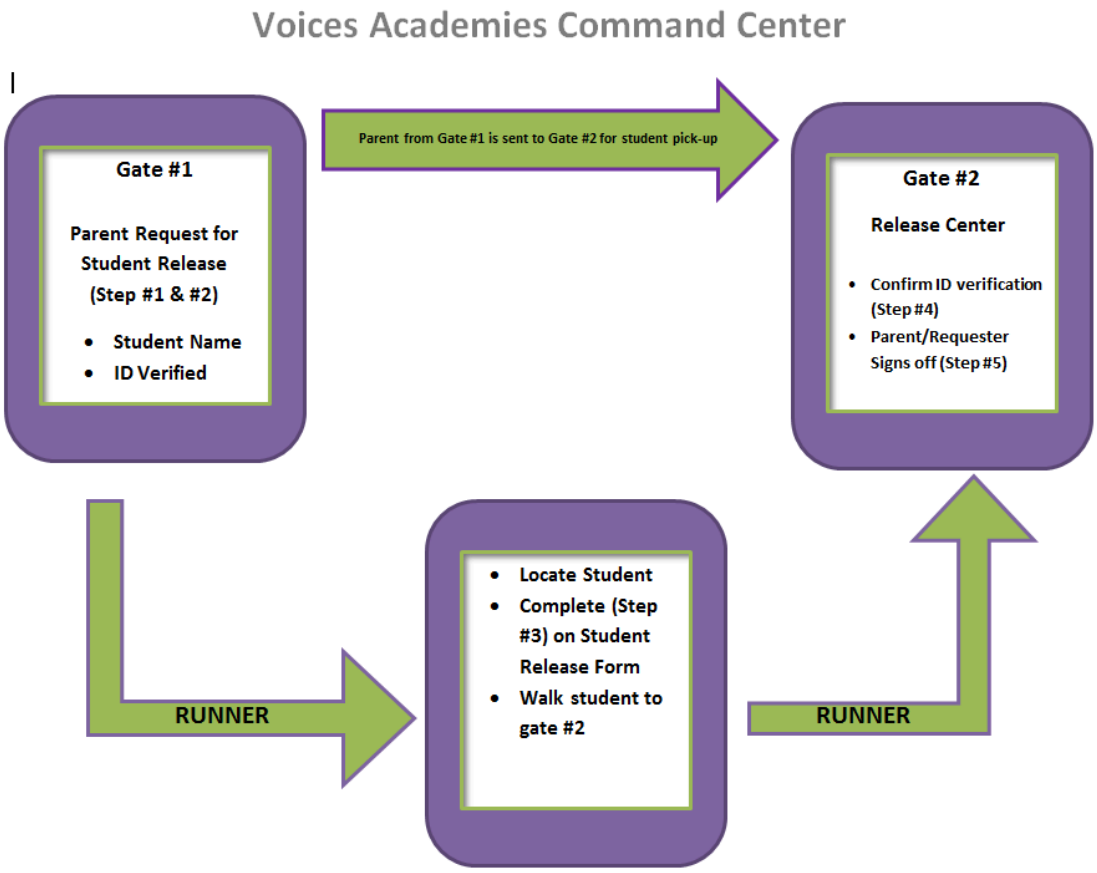
***If student is absent or missing, runner takes form to incident commander or assigned counselor/staff**
****If student is located, runner to accompany student to release gate with form**
*****Runner to give form to Release Gate #2 personnel to complete Box 4**

Completed by **Release Gate #2**	Name of Person Picking Up is same as Box #1 ☐ Photo ID/Driver's License Checked ☐ Checked by (staff only): _____	4

***Parent – Requester completes the following once student has been located and taken to release gate #2:**

Completed by Parent/Requester at **Release Gate #2**	Requester Signature _____ Destination/Phone: _____ Address: _____ Time of Release: _____ Date: _____	5

L. Command Center Chart



M. Suspension and Expulsion Policy and Procedures

Morgan Hill - Suspension and Expulsion Policy and Procedures

West Contra Costa - Suspension and Expulsion Policy and Procedures

Flagship - Suspension and Expulsion Policy and Procedures

Mount Pleasant - Suspension and Expulsion Policy and Procedures

Stockton - Suspension and Expulsion Policy and Procedures

N. Volunteer, Visitation, and Removal Policy

Voices College-Bound Language Academies ("Voices" or "Charter School") encourages parents/guardians and interested members of the community to visit Voices' schools and its educational program. The Voices Board of Directors ("Board") has established the following procedures which facilitate visitation and volunteering during regular school days in order to ensure minimum interruption of the instructional program.

Definitions

● A "visitor" is defined as any person seeking to enter the school building who is not an employee or a current student at the Charter School. All visitors who are not parents or guardians of a student must have a specific and educationally relevant purpose for their visit.

● A "volunteer" is defined as any person who voluntarily offers and provides a service to the Charter School with Charter School approval without receiving compensation.

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed

employee shall be (1) fingerprinted and (2) receive background clearance and (3) Megan's Law clearance prior to volunteering without the direct supervision of a credentialed employee.

2. A volunteer shall also have on file with Voices a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Voices Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with students.

3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least three (3) days in advance.

4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aide, the volunteer may leave their volunteer position for that day.

5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality. Volunteers must sign in agreement that they have read and understand and agree to follow the Family Educational Rights and Privacy Act ("FERPA") Policy.

6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of

registering and signing out of the campus at the main office as indicated below.

7. Volunteerism by parents is encouraged but not mandatory.

Conditions for Campus/Classroom Visitation

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.

2. All visitors (including volunteers) shall register with the front office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide their name, address, occupation, purpose for entering school grounds, and proof of identity if requested.

3. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises.

4. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Voices reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

5. If the visitor is a government officer/official (including but not limited to local law

enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Voices shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Voices, consistent with the law. The Voices Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

6. Except for unusual circumstances, approved by the Principal, Voices visits should not exceed approximately one-hundred and twenty (120) minutes in length and may not occur more than twice per semester.

7. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.

8. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Logbook in the main office.

Limitations of Volunteering or Visitation

1. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

2. The Principal may direct a visitor or volunteer without lawful business on campus to

leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the Principal or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.

3. The Principal or designee may withdraw consent to be on campus for up to fourteen (14) calendar days even if the visitor or volunteer has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Voices' orderly operation. Consent shall be reinstated whenever the Principal has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Principal shall grant such a hearing not later than seven (7) calendar days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

4. The Principal or designee may request that a visitor or volunteer who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor or volunteer is directed to leave, the Principal or designee shall inform the visitor or volunteer that if the visitor or volunteer reenters the school without following the posted requirements the visitor or volunteer will be guilty of a misdemeanor.

5. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor/volunteer in violation of this policy.

6. This Policy does not authorize Voices to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Posting of Notice

At each entrance to Voices school grounds, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, the visitor will be guilty of a misdemeanor, which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
3. Disruptive conduct may lead to Voices' pursuit of a restraining order against a visitor, which would prohibit the visitor, which if granted, from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

what route to take to that office, and setting forth the penalties for violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, the visitor will be guilty of a misdemeanor, which is punishable by a fine of up to $500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, any visitor whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than $500.00 (five hundred dollars) and no more than $1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both, the fine and imprisonment.
3. Disruptive conduct may lead to Voices' pursuit of a restraining order against a visitor, which would prohibit the visitor, which if granted, from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

O. Student Dress Code Policy

School Philosophy

Voices College-Bound Language Academy ("School") recognizes the need for students of the School to dress appropriately for school. The purpose of our dress code is to enhance the classroom atmosphere and minimize student distraction, so as not to interfere with the educational process. The School believes that students should focus their energy and attention

upon their academic development and not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff. It is also intended to help protect the health, safety, and welfare of the individual student.

General Guidelines

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety, appearance and to wear a school uniform for school activities. This dress code shall be in effect on campus during school and school sponsored activities except where modified by the site administrator for specific extracurricular activities or in special cases. The Charter School staff and administration reserve the right to determine clothing which disrupts or detracts from the educational environment. This dress code is gender neutral.

Students will be required to wear a school uniform. Inappropriate apparel and accessories includes clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment.

Description of Uniform:

SHOES : All grades Rubber bottom, flat soled shoes with covered toes

BOTTOM: All grades Khaki or tan (cotton twill) Pants, Shorts, skirt, or jumper with Belt (grades 2nd+)

TK, Kindergarten and 1st grade: Voices Shirt: Gold Polo-style shirt with Voices logo

2nd and 3rd Grade Voices Shirt:Purple Polo-Style Shirt with Voices logo

4th and 5th Grade Voices Shirt:Maroon Polo-Style Shirt with Voices logo

6th and 7th Grade Voices Shirt:Gray Polo-Style Shirt with Voices logo

8th Grade Voices Shirt:Gold, Purple, Maroon or Gray Polo-Style Shirt with Voices logo

Additional Rules:

● No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

● Students may also wear school earned university shirts or Student of the Month shirts as part of their uniform. All other clothing items (jackets, sweaters, etc.) are not to have any words or decorations other than Voices logo.

● The uniform must be worn throughout the school day.

● Students are to enter and leave the school in uniform.

● Changing clothes at school, unless for a Voices sponsored activity, is not allowed.

● No hats are permitted in the classroom (but can be worn for sun protection outside) Head coverings for religious purposes are acceptable at all times, both indoors and outdoors.

● No sweats, no jeans.

● A student’s hairstyle, clothing, jewelry and makeup should not distract from the educational environment.

● Label all clothing, bookbags, and lunch boxes with your child’s name and class using a permanent marker. This will help the school to return any lost items.

● Uniforms must be kept neat and clean at all times and must fit appropriately. Specific requirements are listed below:

▪ Pants must be appropriate size

▪ Belt must be worn if pants have belt loops (2 nd-8 th grade)

▪ Skirts and shorts must not be shorter than four inches above the knee.

▪ Pants must be worn at the waist.

▪ Shirts must fit appropriately--neither too small nor too big.

▪ In the event of cold weather, students may wear a jacket, sweatshirt, cardigan, or sweater over their collared shirt.

▪ Shirts must be tucked in.

Out of Uniform Notices

Parents will receive an "Out of Uniform" notice if a child does not adhere to the uniform policy. The notice should be returned to the school with the parent's signature the next school day. Upon the second "Out of Uniform" notice in one school year, a School representative will initiate a telephone conference with the parent. The goal of the conference will be to problem-solve the family's issue of complying with the uniform policy.

Notification of the Student Dress Code

Parents and students will be provided notice of the Charter School's dress code at the beginning or the school year and/or upon enrollment. This information will also be located within the Charter School's Parent/Student Handbook.

Students may not be penalized academically or removed from class as a consequence for not complying with the school uniform policy.

Prohibited Conduct and Sanctions

Students who repeatedly violate the School Dress Code may be subject to discipline, not including suspension or expulsion.

4881-1050-5703, v. 3

Coversheet

Family Handbook - Update to Head Lice Management Practices

Section:	III. Board Business: Consent Items
Item:	F. Family Handbook - Update to Head Lice Management Practices
Purpose:	Vote
Submitted by:	
Related Material:	Voices 24-25 Family Handbook 10 29 24.pdf

Voices College Bound Language Academies
2024-2025 Family Handbook

www.voicesacademies.org

Mission: Voices College-Bound Language Academies will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Revised: 07.2024

Table of Contents

I. Welcome to Voices College-Bound Language Academies General Information 4
Welcome Statement! 4
Handbook Use and Purpose 4
Vision and History of Voices 4
Charter Schools 5
School Hours 5
School Office/Locations 5
Lost and Found 5
Independent Study (“IS”) 5
II. Instructional Program 6
Books/School Materials 6
Class Placement 6
Homework Policy 6
State Testing 7
CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy (“ELA”) and Math 8
CAASPP: California Alternate Assessments (“CAAs”) for English Language Arts (“ELA”) and Math 8
CAASPP: California Science Test (“CAST”) 8
CAASPP: California Alternate Assessment (“CAA”) for Science 8
ELPAC 8
Alternate ELPAC 8
Physical Fitness Test 9
Multi Tiered Systems of Support (“MTSS”) 9
Student Progress 9
Teacher Qualification Information 10
Backpacks 10
Field Trips 10
Sexual Health Education 11
III. Student Conduct Expectations 12
Dress Code 12
Out of Uniform Notices 13
Classroom Electronic Devices/Internet Access 14
Attendance 15
Arrival 15
Dismissal 15
First Days of School 15
Emergency Release from School 16
Leaving School During the Day 16
Excused Absences and Verification of Absence 16

Tardies 16
Truancy 16
Lost or Damaged School Property 17
Non-School Property 17
Campus Search and Seizure 17
Consequences for Violation of Policies 18
Guiding Principles, Personal Rights and Conflict Resolution 20
Personal Responsibility 20
Absolute Determination 20
Community 20
Violations of Guiding Principles 20
Personal Rights 20
Suspension and Expulsion Procedures 21
Professional Boundaries: Staff/Student Interaction Policy 21
IV. Student/Family Rights and Complaint Procedures 24
Nondiscrimination Statement 24
Student Records, including Records Challenges and Directory Information 25
Use of Student Information Learned from Social Media 29
Involuntary Removal Process 29
Informal and Formal Community Complaint Resolution Procedures 30
Uniform Complaint Procedure ("UCP") Notice 30
V. Student Health and Safety 33
Food and Nutrition 33
National School Lunch Program: Universal Free Meals and Student Wellness 34
Diabetes 36
Hygiene 37
Sleep 37
Illness 37
Oral Health Assessment 38
Physical Examinations and Right to Refuse 38
Head Lice 39
Vision, Hearing and Scoliosis Screening 39
Medications at School 39
Treatment and School Related Injuries 40
Returning to School after an Illness or Prolonged Absence 40
Immunizations 40
Human Trafficking Prevention 41
School Bus and Passenger Safety 42
All students who are transported in a school bus or school student activity bus shall receive instruction in

school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office. 42
School Safety Plan and Asbestos Management Plan 42
Crisis Intervention Protocol 43
Mental Health Services 43
Pregnant and Parenting Students 45
Suspected Abuse 45
VI. Special Populations 46
Section 504 46
Special Education /Students with Disabilities 46
Education of Foster and Mobile Youth 47
Education of Homeless Children and Youth 50
English Learners 53
VII. Communication and Community Engagement 53
The Importance of Home/School Communication 53
Principal Noticias 53
Tips for Effective Communication 53
Parent and Family Engagement Policy 54
Visiting/Volunteering at the School 54
Volunteers 56
VIII. Acknowledgment of Student-Family Handbook 57

Voices College-Bound Language Academies reserves the right to amend, delete or otherwise modify these policies at any time.

I. Welcome to Voices College-Bound Language Academies General Information

Welcome Statement!

On behalf of the Voices principals, teachers, staff, families, students, and Board of Directors, we would like to **WELCOME** you and your child to a community of learners in pursuit of an excellent education for all students. Voices College-Bound Language Academies (“Voices,“ “Charter School,” or "Academies”) is a network of schools based on the belief that ALL children can achieve at high levels and we look forward to working and learning and teaching with you. We deeply value the commitment you have made to send your child to a school of choice and to be a part of the Voices Community.

Handbook Use and Purpose

This handbook is designed to help family members and students get acquainted with Voices. It explains some of our philosophies, beliefs, structures, rules, procedures, and policies. Although this Handbook is not intended to be an official policy manual, we hope that it will serve as a useful reference to you while your child is enrolled at Voices. You may request copies of official policies at the office or view them online at our website.

As part of their responsibility, students and parents/guardians are expected to know and abide by the school rules and procedures found in this handbook, the code of conduct, and other information provided by the

school and classroom teachers. All school rules apply not only during the time classes are in session, but also while students:

- Are going to or returning home from school;
- Before and after school while on school campus; and/or
- At any school-sponsored function or activity

Vision and History of Voices

The vision of Voices was born out of the belief that every child has the right to an excellent education. Starting with a core group of educators committed to educational equity, we dedicated two years to planning the design and implementation of the school. Voices was first approved by the Franklin McKinley School District in March 2006. We opened our doors to 110 children in September of 2007. In 2015, Voices opened two new campuses in Morgan Hill and Mount Pleasant. Voices West Contra Costa opened in 2018 and in 2020 Voices Stockton opened. Some of our accomplishments include:

- Innovate Public Schools' Report Top Bay Area Public Schools for Underserved Students (2016-2019)
- Hart Vision Charter School of the Year Award (2015)
- State Title I Academic Achievement Award (2014)
- California Distinguished School (2012)

Charter Schools

Charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success. The length of time for which charters are granted in California is typically five (5) years. At the end of the term, the entity granting the charter may renew the school's contract. Charter schools are accountable to their authorizer to produce positive academic results and adhere to the charter contract. The basic concept of charter schools is that they exercise increased autonomy in return for this accountability. They are accountable for both academic results and fiscal practices to several groups: the authorizer that grants them, the parents/guardians who choose them and the public that funds them.

School Hours

Voices College-Bound Language Academies are in session from 8:00 a.m. – 4:00 p.m. everyday unless otherwise noted (Advent site 8:15-4:15). Minimum day schedules are from 8:00-12:30 (Advent 8:15-12:45). Students are expected to leave campus immediately upon dismissal unless specifically permitted to stay by a staff member for a school program, school activity or for disciplinary reasons.

School Office/Locations

The school office is open from 7:45 A.M. to 4:30 P.M. on regular school days and until 1:00 P.M. on minimum days.

Voices Mount Pleasant 14271 Story Rd., San Jose, CA 95127 (408) 571-6404	Voices West Contra Costa 201 28th St. Richmond, CA 94804 (510) 480-0540	Voices Morgan Hill 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700

Revised: 07.2024

Voices AKA "Flagship or Franklin McKinley" 715 Hellyer Ave San Jose, CA 95111 (408) 361-1960	Voices Stockton 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	

Lost and Found

Any items found at the school site should be taken to the lost and found bin so the items can make their way back to their owner. The lost and found will be cleaned out regularly and items that are not claimed will be donated or discarded. All items brought to school by students including jackets, lunch bags, etc., should be clearly labeled with the child's name. The school is not responsible or liable for any lost or stolen items.

Independent Study ("IS")

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 desired start of IS. In an extenuating circumstance (e.g., a serious illness, injury or family emergency), and with School Leader approval, a certificated staff member/teacher may work with the parent to implement IS in an expedited manner.

Short- and long-term independent study may be offered at the sole discretion of the School Leader ("SL"). Instances of when to provide IS:

Instances of when to provide IS:

- Special assignments extending the content of regular courses of instruction.
- Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
- Continuing and special study during travel.
- Volunteer community service activities and leadership opportunities that support and strengthen student achievement.
- Individualized study for a student whose health would be put at risk by in-person instruction, as determined by the parent or guardian of the student, or a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

Students with Disabilities

Students with disabilities may participate in IS if their IEP team makes the decision that they can receive a Free and Appropriate Education ("FAPE") in that setting and it is documented in the student's Individualized Education Program ("IEP").

A copy of the complete Voices Independent Study Policy is located at the main office or on the school website.

Revised: 07.2024

II. Instructional Program

Books/School Materials

Voices students are responsible for the proper use and care of all school equipment and property, including books and other instructional materials.

Class Placement

At the beginning of each school year, students are assigned classes. These assignments remain tentative until enrollment stabilizes; a process that can take several weeks. Voices **will not** consider specific requests for placements due to class size and location constraints.

Homework Policy

Research suggests that study skills are important indicators of success in school and enable us to continue learning beyond our classroom experience. At Voices, we believe that homework is an essential opportunity for students to practice skills they have been taught during school. The more confident and comfortable students are with their skills, the more they can contribute and progress with their learning. At Voices, homework assignments are meaningful and developmentally appropriate. Parents/guardians are responsible for monitoring homework assignments for their child. Students will be assigned homework by the child's teacher at least four days per week and will be differentiated to meet individual student's needs. These expectations are designed to set our students up for success.

Each child should attempt to complete homework independently, but may need assistance. If your child needs assistance, **please do not do their homework for them**. As a parent/guardian, guide your child in doing the best that they can, allowing them to do their own work. Please teach your child to be responsible for asking for help at school if an assignment is not clear, so that lack of understanding does not keep the student from attempting to do their homework once at home. Contact your child's teacher with questions about homework.

Help your child establish a suitable time and quiet, well-lit place for home study to help them "get into the habit" of studying each day. Also help your child organize school materials by creating a set place at home for Homework.

In order to maintain academic progress over long breaks, students are expected to read, write, and do mathematics daily during vacations. Students will receive explicit homework expectations and consequences for not completing homework satisfactorily.

Transitional Kindergarten through Fifth Grade

Homework in the early years is set according to the age and ability of the student. Teachers assign homework to reinforce the important skills and habits that students are learning at school. We believe that homework serves two primary purposes in the early grades. Homework can:

- Build responsibility in children
- Provide opportunities for extra, repeated practice of skills

Please speak with your child's teacher if your child is experiencing any difficulties with the homework assignments.

Middle School Homework

There is a great deal of subject matter and skills to cover in middle school. Therefore, teachers will assign homework daily, unless otherwise noted. Homework is extremely important and there are clearly defined consequences for students who do not accomplish the assigned tasks each night. We expect students to share with their parents/guardians what they are learning.

Revised: 07.2024

Consequences
When homework is not completed, consequences will be enforced as outlined below in Consequences for Violations of Policies. Incomplete homework is excused only with appropriate documentation from a parent/guardian or a caregiver, indicating that illness or other circumstances prevented the student from completing their homework. **If a student is struggling to complete homework because of the difficulty of the work, please contact your child's teacher to schedule a conference.**

State Testing

Voices shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent/guardian's written request to their Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents/guardians have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

In addition to the CAASPP, students may be administered the English Language Proficiency Assessments for California ("ELPAC"), and Physical Fitness Test assessments. The aforementioned exemption is not applicable for the ELPAC or Physical Fitness Test.

When the state tests are combined with other measures such as grades, class work, and teacher observations, these tests give families and teachers a more complete picture of their child's learning. You can use the results to identify where your child is doing well and where they might need more support.

CAASPP: Smarter Balanced Assessments for English Language Arts/Literacy ("ELA") and Math

Who takes these tests? Students in grades 3–8 and grade 11.
What is the test format? The Smarter Balanced assessments are computer-based.
Which standards are tested? The California Common Core State Standards.

CAASPP: California Alternate Assessments ("CAAs") for English Language Arts ("ELA") and Math

Who takes these tests? Students in grades 3–8 and grade 11 whose Individualized Education Program ("IEP") identifies the use of alternate assessments.
What is the test format? The CAAs for ELA and math are computer-based tests that are administered one-on-one by a test examiner who is familiar with the student.
Which standards are tested? The California Common Core State Standards through the Core Content Connectors.

CAASPP: California Science Test ("CAST")

Who takes the test? Students take the CAST in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
What is the test format? The CAST is computer-based.
Which standards are tested? The California Next Generation Science Standards ("CA NGSS").

CAASPP: California Alternate Assessment ("CAA") for Science

Who takes the test? Students whose IEP identifies the use of an alternate assessment take the CAA for Science in grades 5 and 8 and once in high school, either in grade 10, 11, or 12.
What is the test format? The CAA for Science is a series of four performance tasks that can be administered throughout the year as the content is taught.
Which standards are tested? Alternate achievement standards derived from the CA NGSS.

ELPAC

Who takes the test? Students who have a home language survey that lists a language other than English will take the Initial test, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Summative ELPAC every year until they are reclassified as proficient in English.
What is the test format? Both the Initial and Summative ELPAC are computer-based.
Which standards are tested? The 2012 California English Language Development Standards.

Alternate ELPAC

Who takes the test? Students whose IEP identifies the use of an alternate assessment and who have a home language survey that lists a language other than English will take the Alternate Initial ELPAC, which identifies students as an English learner student or as initially fluent in English. Students who are classified as English learner students will take the Alternate Summative ELPAC every year until they are reclassified as proficient in English.
What is the test format? Both the Alternate Initial and Alternate Summative ELPAC are computer-based.
Which standards are tested? Alternate achievement standards derived from the 2012 California English Language Development Standards.

Physical Fitness Test

Who takes the test? Students in grades 5, 7, and 9 will take the FITNESSGRAM®, which is the test used in California.
What is the test format? The test consists of five performance components: aerobic capacity, abdominal strength, trunk strength, upper body strength, and flexibility.
Which standards are tested? The Healthy Fitness Zones, which are established through the Fitnessgram®.

Multi Tiered Systems of Support ("MTSS")

Parents/guardians want to see their child excel, and it can be very frustrating if a child falls behind in reading, math, writing, and other subjects, or if the child has difficulty getting along with others or making appropriate choices.

MTSS is a process that provides intervention and educational support to all students at increasing the level of intensity based on their individual needs. The goal is to prevent problems and intervene early so that students can be successful. Voices' MTSS process has three tiers that build upon one another. Each tier provides more intensive levels of support:

- **Tier I includes high quality instruction.** Voices provides all students with access to high quality curriculum, instruction, and behavior support in the general education classroom.
- **Tier II includes additional targeted, supplemental instruction/interventions.** Voices provides intervention to small groups of students who need more support than they are receiving through Tier I.
- **Tier III includes intensive interventions.** Voices develops and implements interventions to meet the individual needs of students.

The MTSS process includes supports, such as supplemental instruction and interventions, including pull out reading, English Language Develop ("ELD") or math intervention, participation in the Student Success Team ("SST") process and school counseling supports. Individual student supports are determined by the SST members, which includes classroom teachers, the Student Services Manager, counselors, intervention teacher(s), and parents/guardians.

The Intervention teacher will be assigned specific days at each of the three Voices Morgan Hill temporary locations to provide intervention supports to students and collaborate with staff at each temporary site.

Student Progress

The Governing Board expects students to progress academically and reach benchmark goals through each grade level within one school year. To accomplish this, instruction will accommodate individual students and include strategies for addressing academic deficiencies when needed. Students shall demonstrate mastery of the State adopted grade level standards and Voices Benchmarks. As early as possible in the school year, the Principal shall identify students who should be retained and who are at risk of being retained. Using multiple measures of assessment, students shall be identified on the basis of Voices performance levels in reading/language arts and mathematics.

When a student is recommended for retention or is identified as being at risk for retention, the Principal shall (1) provide opportunities for supplemental instruction to assist the student in overcoming their academic deficiencies and (2) provide a process and timeline for parent notification. Supplemental opportunities may include, but are not limited to intervention classes, after-school programs, summer school, and intersession programs. When high academic achievement is evident, the Principal may recommend a student for acceleration into a higher-grade level. The Principal, the teacher and the parent will take a student's social and emotional growth into consideration in making the determination to accelerate a student. Students who do not progress adequately may be retained at the discretion of the teacher and principal based on a student's grades, standardized test scores, attendance, homework completion record, and other measures with input from the classroom teachers, parents, and administration.

Students who apply for admission to Voices will initially be placed at the grade level they have reached elsewhere pending observation and evaluation of their academic, social and emotional performance by their teachers and principal.

A copy of the complete Acceleration and Retention Policy is available for review in the main office or on the Voices website.

Teacher Qualification Information

As Voices receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending Voices may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the Charter School will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact:

Credentialing Specialist
6840 Via Del Oro #205
San Jose, CA 95119
408-791-1609
credentials@voicescharterschool.com

Backpacks

Voices students in grades Transitional Kinder (TK) - Fifth (5th) grade are permitted to bring a **small book bag** to carry books, school family communication, etc. Voices students in grades Sixth (6th) - Eight (8th) grade are permitted to bring **a solid black backpack** to carry their textbooks.

Field Trips

All field trips are regarded as enrichment activities and therefore a privilege - not a right. Students that have not earned the right to attend a field trip because of disciplinary infractions, including suspensions, are required to attend school and shall engage in comparable academic/ educational activities.

All field trips require a separate signed permission slip. Permission received by telephone is not permitted. If a student does not have written permission, they will remain in a supervised area/classroom at Voices and participate in an alternative educational activity until the class returns from the trip. Students are expected to travel to and from the field trip with the staff responsible for the trip. Students will not be permitted to leave the field trip group during the trip. Siblings who are not enrolled/participating in the trip in their own right are not permitted on field trips.

Safety of all children is a top priority at Voices. For field tips, children must be able to behave safely and follow the teacher's instructions. Children must demonstrate a consistent ability to follow adult direction before they can participate in activities. If there is a concern about a child's safe behavior during a field trip, the teacher may require the student to have a parent chaperone or ask that the student not participate in the activity. If a student with special needs is unable to attend a field trip for safety or disciplinary reasons, the school must hold an SST, 504, or IEP meeting to have the team agree that it is unsafe for the student to participate. The school will make every effort to support the student - such as bringing extra chaperones, assigning them a 1:1 aide for the day, etc.

A copy of the complete Field Trip Policy is available for review in the main office or on the Voices website.

Sexual Health Education

Voices offers comprehensive sexual health education to its students in grades 5 and 7. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents/guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to Voices.

- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Voices personnel or outside consultants. When Voices chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8 and grade 5. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to Voices.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

III. Student Conduct Expectations

The goals of the Family, School, and Student Policies at Voices are to ensure safety in the school environment and to optimize each child's learning. Therefore, Voices has developed policies that have very clear consequences for students and families. The policies lay out the expectations for students who attend Voices and the consequences for what occurs when these policies are violated. In general, behavior is considered appropriate when students are diligent in study, organized, neatly dressed, careful with school property, respectful towards their teachers, and courteous to other students, staff, and volunteers.

Dress Code

Voices recognizes the need for students to dress appropriately for school. Voices believes that students should focus their energy and attention on their academic development and not on style or the clothes of their peers. In addition, dress code is important to school pride and safety because it fosters a sense of belonging and students in uniform are easily recognized by all school staff.

Students will be required to wear a school uniform. At the beginning of each school year, each family, returning and new, will receive 2 (two) free polo shirts with the Voices logo according to the grade level in which they are enrolled. Inappropriate apparel and accessories include clothing that compromises safety or is disruptive and/or distracting to the school environment and instructional process. The Board is committed to protecting the health, safety, and welfare of the students and the Board believes that appropriate dress and grooming contribute to a productive learning environment. Students who repeatedly violate the School Dress Code may be subject to discipline, not including suspension or expulsion.

Revised: 07.2024

Description of Uniform:

SHOES : All grades	Rubber bottom, flat soled shoes with covered toes
BOTTOM: All grades	Khaki or tan (cotton twill) Pants, Shorts, skirt, or jumper **with Belt (grades 2nd+)**
TK, Kindergarten and 1st grade	Voices Shirt: **Gold** Polo-style shirt with Voices logo
2nd and 3rd Grade	Voices Shirt: **Purple** Polo-Style Shirt with Voices logo
4th and 5th Grade	Voices Shirt: **Maroon** Polo-Style Shirt with Voices logo
6th and 7th Grade	Voices Shirt: **Gray** Polo-Style Shirt with Voices logo
8th Grade	Voices Shirt: Gold, Purple, Maroon or Gray Polo-Style Shirt with Voices logo

Additional Rules:

- No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.
- Students may also wear school earned university shirts or Student of the Month shirts as part of their uniform.
- All other clothing items (jackets, sweaters, etc.) are not to have any words or decorations other than Voices logo.
- The uniform must be worn throughout the school day.
- Students are to enter and leave the school in uniform.
- Changing clothes at school, unless for a Voices sponsored activity, is not allowed.
- No hats are permitted in the classroom (but can be worn for sun protection outside). Head coverings for religious purposes are acceptable at all times, both indoors and outdoors.
- No sweats, no jeans.
- A student's hairstyle, clothing, jewelry and makeup should not distract from the educational environment.
- Label all clothing, bookbags, and lunch boxes with your child's name and class using a permanent marker. This will help the school to return any lost items.
- Uniforms must be kept neat and clean at all times and must fit appropriately. Specific requirements are listed below:
    - Pants must be appropriate size

Revised: 07.2024

- Belt must be worn if pants have belt loops (2nd-8th grade)
- Skirts and shorts must not be shorter than four inches above the knee.
- Pants must be worn at the waist.
- Shirts must fit appropriately--neither too small nor too big.
- In the event of cold weather, students may wear a jacket, sweatshirt, cardigan, or sweater over their collared shirt.
- **Shirts must be tucked in.**

Out of Uniform Notices

Parents will receive an "Out of Uniform" notice if a child does not adhere to the uniform policy. The notice should be returned to the school with the parent's signature the next school day. Upon the second "Out of Uniform" notice in one school year, a School representative will initiate a telephone conference with the parent. The goal of the conference will be to problem-solve the family's issue of complying with the uniform policy.

Students may not be penalized academically or removed from class as a consequence for not complying with the school uniform policy. Students will be sent to the office to pick up an Out of Uniform Notice. Students who repeatedly violate the School Dress Code may be subject to discipline, not including suspension or expulsion. **A copy of the complete Dress Code Policy is available for review in the main office or on the Voices website.**

Classroom Electronic Devices/Internet Access

Electronic devices, printers, and the internet may be available to students. Internet access allows for expanded and global educational opportunities for students. However, access to the Internet via Voices equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students have a duty to use Voices equipment and resource networks only in a manner specified in Voices' Internet Policy. In addition, students may not:

1. Post on social media, newsgroups or other message posting systems any communication containing profanity, racially disparaging remarks, or lewd and/or obscene language.
2. Use speech that is not appropriate for an educational setting. Examples of speech that is not appropriate for an educational setting includes, but is not limited to, inflammatory language, profanity, personal attacks, harassment, threats to do personal harm or other criminal activity, and language that is intended to be racially derogatory.
3. Make threats against others.
4. Reveal personal information about others.
5. Use email to send chain letters or "spam" email to a list of people or to an individual.
6. Place illegal information on the Internet, nor will students use the Internet in any way that violates federal, state, or local law.
7. Engage in communications that are not polite and respectful of others.
8. Give out to any other Internet user or post on the Internet Voices or their name, address, or telephone number unless expressly authorized by Voices in writing.
9. Use the Internet to perform any illegal act or to help others perform illegal acts.
10. Use the Internet to access obscene materials or images or access any Internet site
11. Will not access any site, which requires the student to state that they are eighteen years of age or older as a condition of accessing the site.
12. Use the Internet to buy or sell, or attempt to buy or sell, any service or product unless authorized by Voices in writing.

13. Make any statement or post any communication on the Internet about another person that the person knows or suspects to be untrue.

Electronic devices, Internet access networks, and email accounts are owned by Voices and provided to students for educational purposes. Voices reserves the right to access stored computer records to assure compliance with Voices' Internet Policy. Communication over Voices owned networks is not private and email and records of Internet activities will be accessed by Voices under, but not limited to, the following circumstances:

1. Routine system maintenance.
2. General inspection or monitoring, with or without notice to students, if there is suspicion of widespread inappropriate use.
3. Specific review of individual files or monitoring of individual activity, with or without notice to student, if there is suspicion that student is engaging in inappropriate use.

Students who violate this Agreement will be subject to discipline, which may include appropriate disciplinary or legal action in accordance with the Student Code of Conduct and applicable laws. Voices reserves the right to fashion penalties to specific concerns or specific violations, and the student may receive penalties less than full termination of Internet or email privileges. Such penalties may include, but are not limited to, restricted access to Internet or supervised access to Internet and email. Voices will contact the proper legal authorities if Voices concludes or suspects that the student's Internet activity is a violation of any law or otherwise constitutes an illegal activity.

A signed Acceptable Use Agreement must be on file before a child may explore the internet and use electronic devices.

Please see the complete Student Use of Technology Policy and Acceptable Use Agreement located in the main office or on the school website.

Attendance

At Voices, we view every day as an essential learning opportunity. Research suggests that students who attend school regularly achieve at significantly higher levels and are more likely to be eligible to attend college than students who are absent excessively. The importance of regular attendance cannot be overemphasized. Therefore, **we expect excellent attendance from all of our students.** Missing school regularly or parts of the day, not only is detrimental to a child's learning, but also can create poor learning habits. In addition, a child's poor attendance is detrimental to Voices. For every day a child does not attend, Voices loses vital state funds that help to run the educational program at school. The state considers a child absent when they are not in school regardless of the reason surrounding the absence.

Arrival

It is encouraged that students arrive no earlier than 7:30 AM. During fair weather there is an outdoor lineup for all grades in front of their classroom. During bad weather such as moderate to heavy rain or extremely cold days (below 50 degrees), the doors will be open at 7:30 AM and early arrivals to the school site must go directly to their class. Please make sure that your child enters the school site safely and that they are supervised as they are crossing streets, etc. Remind your child to remain in supervised areas. Do not allow children to cross the street alone or between cars. **Please follow the instructions of the drop-off and pick-up map from your student's school site, for instructions on where you can park or drop-off your child. Instructions specific to each site will be sent via ParentSquare.**

Dismissal

The regular instructional day ends at 4:00 P.M. for all Voices sites. Students must be picked up promptly. At dismissal time, Traditional Kindergarten ("TK") & Kindergarten students must be picked up by the parent/guardian or an adult authorized by the parent/guardian. If the TK or Kindergarten child is walking home without the direct supervision of an adult, Voices must have written parental authorization to release the child to go home. All other students will be released according to the pick-up process. Please arrange for an alternate person to pick them up in case of weather, traffic, personal or work-related events, or other emergency. Any students not picked up by 4:30 PM, will wait in the office where a parent/guardian must physically come inside to collect their student.

First Days of School

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time want to value the needs of your child. We encourage you to do everything possible to help your child feel comfortable and safe in their new school environment. At the same time, we need parents/guardians to recognize that leaving the school site and allowing the classroom teacher and other students to participate in the inclusion process helps with a child's transition. On the first day of school, you will be expected to leave your child in the care of the teacher and Voices staff. While some students may cry, teachers are accustomed to supporting students in this situation and will settle, comfort, and distract your child. **Only with the Principal's approval, and under extenuating circumstances, will parents/guardians be allowed to remain on campus during the first days and weeks of school.**

Emergency Release from School

In case of an emergency, your child will only be released into the custody of the individuals identified on the student's emergency card. Proof of identification will be required. **Those NOT identified on the emergency card can only pick up a child if the parent or guardian calls Voices notifying Voices of this person's identity; proof of identification will be required.** Voices reserves the right to call the parents/guardians of the child to confirm anyone who comes to pick up their child.

Leaving School During the Day

It is encouraged that you make appointments and schedule family business outside of school hours, **but if you must, please schedule appointments late in the afternoon**. If you pick up your child for an appointment during the school day, please notify the office. Please do not pick up your child early for any other reason as they lose valuable instructional time. **Unexcused early pick-ups of thirty (30) minutes or more may constitute an unexcused absence per the Attendance Policy. Voices will not pull out students from class until parent arrives for an early pick up.**

Avoid these common (but unacceptable) excuses:
"We decided to extend our vacation- a few days of school won't matter."
"I need my child to stay at home and baby-sit a younger brother/sister."
"It is too hot/cold/rainy to send my child to school."
"My child had an appointment so I decided to keep them home all day."

If a child is sick and cannot participate at school or has a communicable illness, it is probably best for the child to stay at home to rest and recover. Students are required to make up any and all work missed during their absence. Students/parents/guardians are responsible for contacting teachers for making up work missed during any absence, regardless of the reason. In order to participate in any extra-curricular, after school, or evening activity, students must be present at school the entire day, and may not leave school before the regular dismissal time without prior approval of an administrator.

Excused Absences and Verification of Absence

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under the school's Attendance Policy. ***A copy of the complaint Attendance Policy is available for review in the main office or on the Voices website.***

Parent/guardians are required to notify the Voices office promptly if your child has a communicable disease so that we can notify other parents/guardians, if necessary. A parent or guardian must notify the school the **same day** of absence by telephone, letter, fax, email, or in person. Please do your best to inform us of an absence by 8:30 a.m. If the school is not notified and the student does not report to school the next day with a note, the absence will be considered unexcused (see below).

Tardies

All students are expected to arrive at school on time. Like absences, tardiness disrupts learning and negatively impacts student achievement. A student is considered tardy if they are not in class when the class begins. **A student must report to the Voices office if they are late for school to receive a pass.**

Truancy

Students shall be classified as truant if absent from school without a valid excuse three (3) full days in one school year, or tardy or absent for more than any thirty (30) minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal or designee to initiate the truancy process. When the student's attendance problems cannot be resolved in accordance with the Attendance Policy or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be involuntarily removed pursuant to the process below, referred to the district attorney or probation officer for truancy mediation. Further, the School Attendance Review Team or probation officer may request a juvenile court petition on behalf of the student.

Lost or Damaged School Property

If a student willfully damages Voices' property or the personal property of a Voices employee, or fails to return a textbook, library book, computer/tablet or other Voices property that has been loaned to the student, the student's parents/ guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, Voices may withhold the student's grades or transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, Voices will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades will be released.

Non-School Property

Personal property not related to the school's programs should not be brought to school and this includes cell phones, apple watch, Airpods, toys, handheld devices such as video games, etc. **If you insist that your child bring a cell phone to school, it must be checked in at the office upon arrival and picked up after dismissal each day.** If a student fails to check in their cell phone at the beginning of the day and is caught with it during school hours, cell phone will be confiscated. The school is not responsible or liable for any lost or stolen cell phones that are not turned into the office at the beginning of the day. If they are brought to school, toys, balls, iPODS, or electronic games, etc. will be confiscated and returned to the child's parent/guardian at the end of the school day or another appropriate time. Items may be held until the end of the week if a student repeatedly brings an unauthorized item to school.

Revised: 07.2024

Campus Search and Seizure

Voices recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Voices' employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Voices has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If Voices has a good faith belief that the device is lost, stolen, or abandoned, Voices may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

Voices is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Voices' rules or regulations. ***The complete Campus Search and Seizure Policy is available for review at the main office or on the school website.***

Consequences for Violation of Policies

Character Violation

If a student violates any school rule or policy, they may be referred to the office at the discretion of the teacher or employee working with the child. Depending upon the specific circumstances surrounding the student's behavior, a student may remain in the office for a "time out" period, and an appropriate consequence will be devised. An age appropriate time limit will be considered when assigning a "time out" to allow students an opportunity to re-regulate prior to returning to class. Students are expected to perform community service or serve detention as assigned. Community service or detentions may be directed to be served after school, or on Saturdays. Failure to do so may result in further disciplinary action. When possible, students and parents/guardians will be given at least one day's notice of detention or community service.

Any one or combination of the following consequences may be administered at the administrator's discretion based on the frequency and severity of student behaviors *(This is not an exhaustive list.)*

- Think-it-Through Sheet
- Time out (break to re-regulate)
- Loss of privilege (recess, enrichment, field trip, etc.)
- Recess restrictions- Teachers and administrators may not restrict a student's recess time unless there is an immediate threat to the physical safety of the student or the physical safety of one or more of the student's peers.
- Parent-Administrator conference
- Behavior contract
- Buddy room
- Community Service- contribute to or assist members of the school community
- Restorative justice: Righting wrongs or restitution (may include parent/guardian meeting)
- Cocooning- limited autonomy and gradual earning back of privileges

Revised: 07.2024

- Home visit
- Student Success Team ("SST") referral
- Providing or recommending parenting classes/support
- County nurse referral
- Other social services/mental health/counseling referral

Character Violation
Student Name:_____
Date:_____ Time:

□ Classroom □ Outside

Violation of the following character trait:
□ Trustworthiness □ Fairness
□ Respect □ Responsibility
□ Citizenship □ Caring

Explanation:_____
_____
_____

Staff Signature:_____
Student Signature:_____
Parent/Guardian Signature:_____

Character Counts! Tickets

Character Counts! Ticket
Today your actions exemplified the following Voices Core or School-site Values and Character traits:

(staff - circle those that apply)

Sí Se Puede Attitude In Lak'Ech Scholarship Activism

(staff - circle those that apply and write in additional character trait)

Caring Responsibility Fairness
Respect Trustworthiness Citizenship

Name of Student:_____
Staff Member: _____
Explanation:_____
_____

Revised: 07.2024

All Voices staff will have Character Counts! Tickets that they may hand out to students that they observe acting in a way that is consistent with one of Voices' Character Traits. Staff have high expectations for how Voices expects these traits to be exemplified. Staff will use this as a learning opportunity and have other kids learn the expectations by making these acts public. Students holding these tickets will be entered in a raffle for recognition at Plaza Comunitaria. Students should receive the white copy of the Character Counts! Ticket as a form of immediate praise and acknowledgement and something they can share with their parent/guardian. Staff retain the yellow copy to place into the raffle.

Guiding Principles, Personal Rights and Conflict Resolution

The goal of any disciplinary actions at Voices is to ensure the school is a safe and nurturing community so that all students have the opportunity to learn. Our policies ensure student and adult safety at all times.

In addition to the rules and consequences, Voices utilizes a set of beliefs and values – what we call our Guiding Principles – to help us define how we (students, teachers, family members, community members) interact and work with one another. Action that does not exemplify the Guiding Principles is harmful to student goals and community cohesion.

There are three Guiding Principles which taken together represent the expected behaviors of a Voices community member. Each principle is defined by a set of ideals. Community members are expected to strive for the ideals of each principle in their daily interactions and students are held accountable to the Guiding Principles throughout their entire Voices experience. The three principles are listed below.

Personal Responsibility

Teachers, parents/guardians and students will be held up to the highest expectations of personal responsibility. The saying "No Excuses" will influence our practice. Although times may be trying and outside influences seem overwhelming, we will look within ourselves to take responsibility for our actions. For instance, teachers will not make excuses for low achievement, students will not make excuses for lack of effort, and parents/guardians will not make excuses for truancy. Only then can we move forward and make positive change. Likewise, all stakeholders will understand that they have a personal responsibility to help others and to share their expertise and talents with others.

Absolute Determination

We each will look within ourselves to overcome obstacles. Taking into account that many Voices' students and families may face adversity, they will discover that through perseverance these challenges can be overcome. Students will understand that nothing is beyond their reach. They all have potential; they only need apply the effort to make their dreams reality.

Community

Voices is a community. Together parents/guardians, teachers and students will accomplish great feats. The notion that despite our differences and diversity, we are all moving towards the same vision of high student achievement will unite us. For instance, to achieve the Voices' mission, teachers will work collaboratively, parents/guardians and teachers will work as partners, and students will support each other.

Violations of Guiding Principles

Since Voices is a learning community, it is the Charter School's priority to view any violation of a Guiding Principle as both a conflict to be resolved and as learning experience for the person who has violated the principle. The appropriate action for a violation of the Guiding Principles will be determined during conflict resolution.

Personal Rights

All students will be held accountable to respect our five Personal Rights:

- Right to feel safe
- Right to learn
- Right to celebrate one's accomplishments
- Right to be heard
- Right to by yourself

If a member of the Voices community witnesses behavior that they believe to be in violation of the Guiding Principles or their Personal Rights, the involved parties should use the Voices Conflict Resolution Guidelines to resolve the matter. If the dialogue fails to resolve the matter, the following steps may be taken:

- The student's teacher or school administrator will be notified and may mediate a conversation between parties.
- A parent/guardian may be notified and asked to attend a conference with all involved parties.

Suspension and Expulsion Procedures

Morgan Hill

Stockton

Mount Pleasant

"Franklin McKinley" or "flagship"

West Contra Costa

Professional Boundaries: Staff/Student Interaction Policy

Voices College-Bound Language Academies ("Voices" or "Charter School") recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

Revised: 07.2024

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

Unacceptable Staff/Student Behaviors (Violations of this Policy)
These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behaviors intended to be addressed by this policy.

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors
These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).

Revised: 07.2024

(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any type of special needs student.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

IV. Student/Family Rights and Complaint Procedures

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

The Charter School adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School’s charter and relevant policies.

The Charter School does not request nor require student records prior to a student’s enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability).

The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Chief Executive Officer
6840 Via Del Oro #205
San Jose, CA 95119
408-791-1609

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Student Records, including Records Challenges and Directory Information

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

1. The right to inspect and review the student's education records within five (5) business days after the day Voices receives a request for access. Parents/ guardians or eligible students should submit to the Charter School Principal or designee a written request that identifies the records they wish to inspect. The Charter

School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents/guardians or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Principal or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Voices officials with legitimate educational interests. A Voices official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Voices' Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Voices official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, Voices discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Voices will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

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

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

5. The right to request that Voices not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

Revised: 07.2024

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

1. Voices officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, Voices will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. Voices will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Voices will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for Voices in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents/guardians of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents/guardians, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Voices; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by Voices with respect to that

alleged crime or offense. Voices discloses the final results of the disciplinary proceeding regardless of whether Voices concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Voices may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. Voices has designated the following information as directory information:

1. A student's and parents'/guardians' names
2. A student's and parents'/guardians' address
3. Telephone listing
4. Student's and parents'/guardians' electronic mail address
5. Photograph /video
6. Date of birth
7. Participation in officially recognized activities and sports
8. Dates of attendance
9. Degrees, honors, and awards received
10. Goals attained
11. The most recent educational agency or institution attended by the student
12. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

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

Voices "Flagship"
Principal
715 Hellyer Ave., San Jose, CA 95111
408-361-1960

Voices West Contract Costa
Principal
201 28th St. Richmond, CA 94804
510-480-0540

Voices Morgan Hill
Principal
16505 Monterey Rd. Morgan Hill, CA 95037
408-791-1700

Voices Mt. Pleasant
Principal
14271 Story Rd., San Jose, CA 95127
408-571-6404

Voices Stockton
Principal
321 E Weber Ave., Stockton, CA 95202
209-942-1160

Revised: 07.2024

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"[1]) pursuant to state law, will be shared with the California College Guidance Initiative ("CCGI"[2]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

A copy of the complete Policy is available upon request at the main office or on the school website.

Use of Student Information Learned from Social Media

The Charter School complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The Charter School gathers student information from social media. Such information shall be maintained in the Charter School's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the Charter School, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the Charter School by contacting the Principal.

Involuntary Removal Process

No student shall be involuntarily removed by Voices for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with each Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to each Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the Charter School's expulsion hearing process.

[1] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment, and statewide assessments data.
[2] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent Voices from making a similar recommendation in the future should student truancy continue or recur.

Informal and Formal Community Complaint Resolution Procedures

Voices College-Bound Language Academies ("Voices Academies" or "Charter School") has adopted this General Complaint Policy to address concerns about the Charter School generally and/or regarding specific Charter School employees. For complaints regarding unlawful discrimination, harassment, intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Title IX Policy and the Harassment, Intimidation, Discrimination, and Bullying Policy and/or the Charter School's Uniform Complaint Policy and Procedures. For all other complaints, this Policy, the General Complaint Form, and accompanying procedures will be appropriate. For any questions regarding the application of this Policy or the Charter School's other policies, please contact the Principal.

A copy of the complete Policy is available upon request at the main office or on the school website.

Uniform Complaint Procedure ("UCP") Notice

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Governing Board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a).

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

    - Accommodations for Pregnant, Parenting or Lactating Students;
    - Consolidated Categorical Aid;
    - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
    - Every Student Succeeds Act;
    - School Safety Plans; and/or

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

    - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
    - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
    - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

Complaints of noncompliance with laws relating to pupil fees may be filed with the Principal or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Chief Executive Officer
6840 Via Del Oro #205
San Jose, CA 95119
408-791-1609

Only complaints regarding pupil fees or LCAP compliance may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees or LCAP.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

Revised: 07.2024

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant

must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge in the main office or on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the CEO.

V. Student Health and Safety

Food and Nutrition

Children are growing and developing bones, teeth, muscles. They require nutritious food in order to grow and flourish. Eating habits are established early in childhood. It is important that these are GOOD HABITS! Parents/guardians and older siblings are significant models for young children as they learn and imitate the individuals in their immediate environment. In order for your child to learn as best as they can each day, your child requires a nutritious, well-balanced diet. Please make every effort to feed your child a nutritious breakfast each day before school if they do not eat breakfast with us. Our school does not provide morning snacks and our school day is longer than others. Your child will get hungry.

If you do not participate in the Universal school meals program, please send your child to school each day with:

- A healthy, adequate lunch
- A healthy, non-perishable drink.

Suggested Snacks	A bag of baby carrots or other raw vegetable sticks Cheese and crackers A piece of fruit (orange, apple) Dried fruit and nuts Yogurt
Suggested Lunch Items	Leftovers from dinner that do not need to be microwaved. Sandwich Piece of fruit Bag of pretzels Granola Bar Soup in a thermos
Suggested Drink	Water bottle ***Real*** Fruit Juice

DO NOT SEND:

Junk food, fast food or items that are high in fat or sugar. Items such as these may be discreetly confiscated by school staff if found (a replacement beverage or snack will be provided to the student). Examples include:

- Carbonated Soda or punch
- Candy

Revised: 07.2024

- Gum
- McDonald's (or other fast food)
- Twinkies
- Cheetos/Hot Cheetos

SEND YOUR CHILD WITH ONLY A HEALTHY LUNCH AND A SNACK. At your option, your child may choose to bring their own lunch. We ask that if you choose this option that you send your child to school each day with a **nutritious lunch**. Students will not be allowed to trade or share food.

No parents/guardians or siblings (other than those enrolled) will be allowed in the cafeteria. Please drop off your child's meal at the office

Class parties

We kindly request that parents/guardians support our health policy by only providing nutritious snacks for celebrations. All events must be approved in advance by the principal and/or the classroom teacher.

National School Lunch Program: Universal Free Meals and Student Wellness

Pursuant to California law, each Voices Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each schoolday to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each schoolday. This shall apply to all students in kindergarten through grade eight (8).

Applications for school meals are distributed during the summer, included in the first day packets to all families and can also be obtained on each Charter School's website and in their respective main office. All families are encouraged to complete the application form. Completed application forms can be returned to the Charter School's main office. Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Revised: 07.2024

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

A copy of the complete Policy which includes the Charter School's meal charge policy, is available upon request at the main office or on the school website. The Charter School also maintains a School Wellness Policy pursuant to state and federal requirements.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at:
https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

Mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

Fax:
(833) 256-1665 or (202) 690-7442; or

Email:
Program.Intake@usda.gov

Revised: 07.2024

Charter School is an equal opportunity provider.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.
A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch can be found here.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:
1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.

Revised: 07.2024

4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at:
https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available by the CDE, on the CDE website. Please contact the school office if you need a copy of this information sheet or if you have any questions about this information sheet.

Hygiene

As a part of coming to school "Ready to Learn," your child needs to come to school clean. Good hygiene for children includes brushing their teeth at least twice a day, bathing on a regular basis, and brushing or grooming their hair each day. With older students, body odor can become an issue. Children will be active each day. Please do not hesitate to send antiperspirant or deodorant to school with your middle schooler, if necessary. Please help your child develop good hygiene habits.

Sleep

It is very important for your child to get the appropriate amount of sleep. As active, growing individuals, children require anywhere from eight (8) to twelve (12) hours of sleep nightly. A routine is often helpful in making sure your child gets enough sleep. Please set a regular bedtime for your child and enforce it. Help your child get the best amount of sleep each night.

Illness

If your child becomes ill, please call and inform the office. For your own child's protection and the protection of others please do not send your sick child to school. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him or her up from school.

When students come to school they should feel well enough to participate in their classroom program. If your child has any of the following symptoms they should not be at school. For health and safety purposes, students who exhibit any of the following symptoms should not remain in school, but please come to school to pick up work for the day:

- **Fever** (99.6 or higher) Your child must be free of fever for 24 hours before returning to school. (Normal body temperature is 98.6)
- **Productive cough with yellow or green nasal discharge** (not associated with allergies). Please remember that green or yellow nasal discharge is not normal and indicates infection and your child should not be in school.
- **Red, swollen, crusty, draining or oozing eyes**
- **Severe sore throat**
- **Diarrhea, nausea or vomiting**
- **Head lice that has not been treated**
- **Contraction of a childhood disease such as chicken pox, measles or mumps**
- **Untreated infectious illness such as upper-respiratory infection, pink eye, strep throat, or bronchitis**
- **Any undiagnosed rashes**
- **Any open sores or open wounds**
- **Earache**

If your student is experiencing COVID-like symptoms, please notify the school office right away and schedule testing for your student. The test results will determine the next steps.

COVID Positive

- **Stay home if you have COVID-19 symptoms**, until you have not had a fever for 24 hours without using fever reducing medication AND other COVID-19 symptoms are mild and improving.
- If you do not have symptoms, you should follow the recommendations below to reduce exposure to others.
- **Mask** when you are around other people indoors for the 10 days* after you become sick or test positive (if no symptoms). You may remove your mask sooner than 10 days if you have two sequential negative tests at least one day apart. Day 0 is symptom onset date or positive test date.
- **Avoid contact with people at higher-risk for severe COVID-19 for 10 days*.** Higher-risk individuals include the elderly, those who live in congregate care facilities, those who have immunocompromising conditions, and that put them at higher risk for serious illness.
- **Seek Treatment.** If you have symptoms, particularly if you are at higher risk for severe COVID-19, speak with a healthcare provider as soon as you test positive. You may be eligible for antiviral medicines or other treatments for COVID-19. COVID-19 antiviral medicines work best if taken as soon as possible, and within 5-7 days from when symptoms start.
- **COVID Negative**- If your student receives COVID negative results, the proof will need to be shared with the school prior to returning. Your student may return as long as their symptoms have improved and they have not experienced a fever 24 hours prior to returning.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in Transitional Kinder/Kindergarten. If your child's medical status changes, please provide the school with a

physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

A parent/guardian having control or charge of any child enrolled in Voices may file annually with the Principal a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Head Lice

To prevent the spread of head lice infestations, Charter School personnel shall report all suspected cases of head lice to the clerk, or designee, as soon as possible. The clerk, or designee, shall examine the student and any siblings of affected students or members of the same household. If live lice are found, parents/guardians will be informed about recommended treatment procedures and sources of further information. Students will not be sent home early from Voices if they have lice unless the situation is serious enough to warrant immediate exclusion.

In the event of one or more students being found to be infested with lice, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students that have been exposed to head lice.

School personnel shall maintain the privacy of students identified as having head lice..

Once treatment has begun students are permitted to come to school, a pre-screen will take place first thing in the morning by school personnel, a designee, or other authorized health care representative. Parents/guardians of students who still have lice will be asked to provide a dated receipt of purchase of the shampoo or a note from the parent/guardian verifying treatment has begun.

Vision, Hearing and Scoliosis Screening

Each student shall be given a vision/hearing test by a qualified individual in Transitional Kindergarten/Kindergarten or upon first enrollment or entry in a California public elementary school, and in the second, fifth, or eighth grade.

Every female student in seventh grade and every male student in eighth grade shall be screened for the condition known as scoliosis. The screening shall be in accordance with standards established by the State Department of Education.

Medications at School

Any student who is or may be required to take, during the regular school day, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by school office staff or designated Charter School personnel.

In order for a student to be assisted by school office staff or other designated Charter School personnel in administering medication, Charter School shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and

2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that Voices assist the student in the matters set forth in the statement of the authorized health care provider.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

The primary responsibility for the administration of medication rests with the parent/guardian, student, and medical professionals.

Please see the entire Administration of Medication Policy in the main office or on the school website.

Treatment and School Related Injuries

It is the policy of the school to treat minor injuries (scrapes, cuts, bruises, etc.) in the following manner:

1. An injury will be inspected by a teacher or other staff member and kept under their observation.
2. If needed, the child may be sent or brought to the office. The injury will be treated with basic first aid. Parents/guardians will be notified of minor injuries at the discretion of the site administrator.
3. Any action taken by staff is recorded on the daily injury log.

When confronted with a more serious illness or injury:

1. If required, staff will call 911.
2. Voices staff will contact parents/guardians (parents/guardians will be contacted for all head injuries);
3. No child is sent home until a parent/guardian is contacted and an agreement is reached as to appropriate actions.
4. Any action taken by Voices staff is recorded in the daily injury log.

Returning to School after an Illness or Prolonged Absence

For students returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, the Charter School may require written clearance from a healthcare provider to attend school, including any recommendations regarding physical activity and exertion. A student returning to school with sutures, casts, crutches, or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. An excuse from physical activity may be granted if a student is unable to participate in regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to one day; thereafter, a written request is needed from the student's health provider.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	☐ Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses ☐ Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses ☐ Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.
Entering 7th Grade	☐ Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose ☐ Varicella (chickenpox) - Two (2) doses **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are available on each Charter School's website for your review.

Revised: 07.2024

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office.

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. ***The Plan is available upon request at the main office or on the school website.***

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office.

Revised: 07.2024

Crisis Intervention Protocol

As a part of the services addressing the emotional wellbeing of our students, there are several circumstances that may require a Crisis Intervention. Voices has a Crisis Team that will respond to the needs of a student in crisis, such as self-harm and suicide risk (including both written and verbal statements indicating the intent to self-harm or harm others). A student in crisis will be assessed by a member of the Crisis team and the parent/guardian will be notified. The parent/guardian will be expected to sign a Parent Notification form when they pick up the student and will be expected to follow protocols before reentry into school. Failure to seek follow-up care for a minor child who may be a danger to themselves may result in a mandated Child Protective Service report.

For more information about Voices' Policy on Suicide Prevention, please see the website.

Mental Health Services

Voices recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at each Charter School and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

Available on Each Campus:

- School-based counseling services – your child is encouraged to directly contact a Voices counselor by coming into the office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at:

  Voices "Flagship"
  Counselor
  715 Hellyer Ave., San Jose, CA 95111
  408-361-1960

  Voices West Contract Costa
  Counselor
  201 28th St. Richmond, CA 94804
  510-480-0540

  Voices Morgan Hill
  Counselor
  16505 Monterey Rd. Morgan Hill, 95037
  408-791-1700]

  Voices Mt. Pleasant
  Counselor
  14271 Story Rd., San Jose, CA 95127
  408-571-6404

- Our Charter Schools' counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our Charter School or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the principal to request an evaluation:

Voices "Flagship"
Principal
715 Hellyer Ave., San Jose, CA 95111
408-361-1960

Voices West Contract Costa
Principal
201 28th St. Richmond, CA 94804
510-480-0540

Voices Morgan Hill
Principal
16505 Monterey Rd. Morgan Hill, CA 95037
408-791-1700

Voices Mt. Pleasant
Principal
14271 Story Rd., San Jose, CA 95127
408-571-6404

Voices Stockton
Principal
321 E Weber Ave., Stockton, CA 95202
209-942-1160

- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact:

Voices "Flagship"
Business Manager
715 Hellyer Ave., San Jose, CA 95111
408-361-1960

Voices West Contract Costa
Business Manager
201 28th St. Richmond, CA 94804
510-480-0540

Voices Morgan Hill
Business Manager
16505 Monterey Rd. Morgan Hill, CA 95037
408-791-1700

Voices Mt. Pleasant
Business Manager
14271 Story Rd., San Jose, CA 95127
408-571-6404

Voices Stockton
Business Manager
321 E Weber Ave., Stockton, CA 95202
209-942-1160

Available in the Community:

Resources available in the Voices "Flagship", Morgan Hill and Mt. Pleasant Communities:

- Alum Rock Counseling Center 1245 East Santa Clara St. 95113 San Jose, CA 95113 408-294-0500
- Gardner Health Services Counseling 160 East Virginia St #100 San Jose, CA 95112 408-918-2688
- Santa Clara Valley Mental Health 408-885-3982

Resources available in the Voices West Contra Costa Community:

- Contra Costa Behavioral Health West County Children's Mental Health Clinic 303 41st Street Richmond, CA 94805 510-374-3261
- West Contra Costa - Youth Services Bureau (YSB) 263 S. 20th Street Richmond, CA 94804 510-215-4670

Revised: 07.2024

- Bay Area Community Resources (BACR) 3219 Pierce Street Richmond, CA 94804 510-559-3000
- Familias Unidas 205 39th Street Richmond, CA 94805 510-412-5930

Resources available in the Voices Stockton Community:

- San Joaquin Behavioral Health Services 1414 North California Street 2nd Floor Stockton, CA 95202 209-468-8700
- Valley Community Counseling Services 6707 Embarcadero Drive Stockton, CA 95219 209-956-4240

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Pregnant and Parenting Students

Voices recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. Voices will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Chief Executive Officer
6840 Via Del Oro #205
San Jose, CA 95119
408-791-1609

A copy of the UCP is available upon request at the main office or on the school website. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the CEO.

Suspected Abuse

Revised: 07.2024

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed – physically, sexually, or through neglect – and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." No one in the workplace, even a supervisor, is permitted to suppress, change or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor.

VI. Special Populations

Section 504

Voices recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any Voices' program. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Voices. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal.

A copy of the complete Section 504 policies and procedures is available upon request at the main office.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Voices provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures under Sonoma County Charter Special Education Local Planning Area ("SELPA"). These services are available for special education students enrolled at Voices. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Voices collaborates with parents/guardians, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, Voices is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. Voices shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact:

Voices "Flagship"
Principal
715 Hellyer Ave., San Jose, CA 95111
408-361-1960

Voices West Contract Costa
Principal
201 28th St. Richmond, CA 94804
510-480-0540

Voices Morgan Hill
Principal
16505 Monterey Rd. Morgan Hill, CA 95037
408-791-1700

Voices Mt. Pleasant

Voices Stockton

Revised: 07.2024

Principal 14271 Story Rd., San Jose, CA 95127 408-571-6404	Principal 321 E Weber Ave., Stockton, CA 95202 209-942-1160

The complete Special Education policy can be found *at the main office or on the school website*

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

    1. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
    2. A child who is the subject of a petition filed pursuant to WICsection 300 and 602 (whether or not the child has been removed from the child's home by juvenile court).
    3. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        c. The nonminor is participating in a transitional independent living case plan.
    5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[3]
    6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School, excluding a school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to

[3] Voices shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

secure temporary or seasonal employment in an agricultural or fishing activity.

- "Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years.

- "Educational Rights Holder" ("ERH") means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- "Partial coursework satisfactorily completed" includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: Voices designates the following staff person as the Liaison for Foster and Mobile Youth:

Director of Special Populations

408-791-1609

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: Voices will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Voices Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on nonschooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office or website.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. ***A copy of the complete Policy is available upon request at the main office or on the school website.***

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or

similar settings; and/or

4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: Voices designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Dean of Culture

School Office

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Voices Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Revised: 07.2024

Housing Questionnaire: Voices shall administer a housing questionnaire for purposes of identifying homeless children and youth. Voices shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Voices shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Voices. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at the Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Voices shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian custodian[4] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

[4] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code.*

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment. ***A copy of the complete Policy is available upon request at the main office or on the school website.***

English Learners

Voices is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. Voices will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents/guardians, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Voices will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents/guardians.

VII. Communication and Community Engagement

The Importance of Home/School Communication

We strongly believe that effective communication between the family and Voices will enhance the education of each child. In the Family/School Compact, both parents and school administrators pledge to openly communicate and dialogue about the issues, challenges, and successes of their child and the school. Please be sure to stay abreast of school activities and events.

Principal Noticias

Every Tuesday, Voices will send important information home to families via the ParentSquare communication portal. You will receive important information from the classroom teacher, such as field trip slips, calendars of events, meeting notices, notes about classroom happenings, and other important news and clarifications.

Tips for Effective Communication

With Teachers

Contact your child's teacher by:

- Calling the school and leaving a message for the teacher. They will return your call.
- Sending a message via the ParentSquare portal
- Making an appointment to see your child's teacher(s)
- Writing a note
- Email the teacher

With School Leadership Team, i.e. Principal, Business Manager, etc.
Contact School Leadership by:

- Calling the school, leave a message if necessary
- Making an appointment

Report Cards and Parent-Teacher Conferences
One excellent way to communicate with your child's teacher is during conferences. You may make an appointment to meet with your child's teacher whenever you feel it is necessary to conference informally with them.

To ensure that you and your child get the most out of your meetings, please be on time and follow the following tips:

- Have questions prepared.
- Take notes during the conference.
- Share any important, relevant information (changes in the child's life, for example).
- Don't compare one child to any other child.

Parent and Family Engagement Policy

Voices aims to provide all students in each school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). Voices staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. ***A copy of the Charter School's complete Policy is available upon request in the main office or on the school website.***

Visiting/Volunteering at the School

Parents are encouraged to visit their school site. In order to ensure safety, we ask that when you visit, you respect the instructional time of teachers and students. **Please do not disturb lessons or students and teachers who are working. If you have a matter to attend to with a teacher, please schedule a mutually agreeable time to discuss the matter.**

Our goal is to form positive and caring partnerships with our Voices families and to always be as responsive as possible.

Families should:

- Call the office to set up a conference or meeting with a teacher.
- Office staff will pass on messages to teachers.
- Email or use Parent Square to communicate with teachers directly.

What to know/remember:

- Teachers will work to respond within 24 hours to any request for communication.
- Voices teachers are not expected to respond to requests for communication while they are teaching (8:00 am-4:00 pm), during evening hours or on weekends.
- Teachers may use work hours M-F between 7:45 am-8:00 am and after 4:00 pm to respond.
- Any parent/teacher communication should be within reasonable hours (for example, before 6:00 pm or 7:00 pm, no late hours).
- Voices staff and teachers are not expected to share their personal phone number or email with parents. **We respectfully request that you do not share teachers personal contact information with others or on social media groups without their permission**.

It is important that the Registration of Visitor/Guest Policy is followed for the safety of all students. Voices will post a notice at every entrance which has details about visitor registration location and requirements, including those specific to COVID-19 protocols.

In accordance with California law, all visitors (including parents and volunteers) must check in with each specific site's office staff and obtain a visitor's badge before entering the campus. Parents must come to the office and sign their student out before taking them off campus for any reason. Items that need to be delivered to students by a parent during school hours must be done through the office staff. Parents may not go directly to the classroom or to the playground without checking in with the office. Parents may not bring visitors (such as friends/relatives) to school or have them visit the campus without prior, special permission granted by the school administration.

Voices endeavors to create a safe environment for students and staff. Accordingly, visits during regular school days must be conducted in the manner set forth below at all Voices sites:

1. Visits during school hours should first be arranged with the Principal or designee, preferably at least three (3) days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three (3) days in advance. Visitors seeking to visit a classroom during school hours must first obtain the written approval of the Principal or designee.

2. All visitors (including volunteers) shall register with the office staff immediately upon entering any Voices building or grounds during regular school hours. When registering, the visitor is required to provide their name, address, occupation, purpose for entering school grounds, and proof of identity if requested. For purposes of school safety and security, the Principal or designee may provide a visible means of identification for visitors while on school premises.

3. All visitors are asked to comply with current mandated and recommended health and safety protocols. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing) may be denied registration. When recommended or requested by the Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and practice social distancing. Voices reserves the right to implement additional measures for the protection of its school community, such as requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

4. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Voices shall make reasonable efforts to notify parents or guardians prior to permitting a student to

be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Voices consistent with the law. The Voices Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

5. Except for unusual circumstances, approved by the Principal, Voices visits should not exceed approximately one-hundred and twenty (120) minutes in length and may not occur more than twice per semester.

6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the Principal's written permission.

7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log book in the main office.

Volunteers

Parents/guardians have the opportunity and are encouraged to participate at Voices in a variety of ways. Any regular volunteer, as determined by the Principal, that works with children must meet the requirements as listed in the Volunteer Handbook. The following are additional examples of parent/guardian engagement opportunities:

- Classroom, office, cafeteria, yard supervision, tutoring
- Committees
- Board Member
- Parent/guardian workshops
- Parent Leadership Team

Parental involvement is not a requirement or consideration for acceptance to, or continued enrollment at, the Charter School.

Limitations of Volunteering or Visitation

1. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.

2. The Principal may direct a visitor or volunteer without lawful business on campus to leave campus when the visitor's presence or acts interfere with the peaceful conduct of the activities of the school, or disrupt the school or its students, or school activities. Any visitor who is directed to leave by the Principal or designee will not be permitted to return to the Charter School campus for at least seven (7) calendar days.

3. The Principal or designee may withdraw consent to be on campus for up to fourteen (14) calendar days even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Voices Academies' orderly operation. Consent shall be reinstated whenever the Principal has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the school

campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which notice of hearing is to be sent. The Principal shall grant such a hearing not later than seven (7) calendar days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person

5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if the visitor reenters the school without following the posted requirements the visitor will be guilty of a misdemeanor.

6. The Principal or designee may seek the assistance of the police (when appropriate) in dealing with or reporting any visitor/volunteer in violation of this policy.

7. This Policy does not authorize Voices to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

A copy of the complete Classroom and School Volunteer, Visitation, and Removal Policy is available for review on the Voices website.

VIII. Acknowledgment of Student-Family Handbook

I understand and agree that I will read and comply with the Voices Family Handbook and all school policies referenced herein.

_____

Parent/Guardian's Signature Date

_____ _____

Parent/Guardian's Printed Name Student's Name

Please Return to Office Staff

Revised: 07.2024

Coversheet

Update to Site Leader Vacation Practices - Employee Handbook

Section:	III. Board Business: Consent Items
Item:	G. Update to Site Leader Vacation Practices - Employee Handbook
Purpose:	Vote
Submitted by:	
Related Material:	2024-2025 Voices Employee Handbook FINAL.docx.pdf

Voices
College-Bound Language Academies

Employee Handbook
2024-2025

Voices Flagship "AKA Franklin McKinley" 715 Hellyer Ave. San Jose, CA 95111 (408) 361-1960	Voices Morgan Hill 16505 Monterey Rd. Morgan Hill, CA 95037 (408) 791-1700	Voices Mount Pleasant 14271 Story Rd. San Jose, CA 95127 (408) 571-6404
Voices Stockton 321 E Weber Ave Stockton, CA 95202 (209) 942-1160	Voices West Contra Costa 201 28th St. Richmond, CA 94804 (510) 480-0540	El Zocalo (Central Office) 6840 Via del Oro Suite 205 San Jose CA 95119

Website: www.voicesacademies.org

El Centro

Approved 06/25/2024

ACKNOWLEDGMENT OF RECEIPT OF THE 2024-2025
EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT AN ELECTRONIC SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Voices Academies' Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of Values' Academies policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with Voices Academies. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of Directors of the Voices Academies ("Board"), no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Please return this form within five (5) days of employment.

Employee's Signature: _____ Date: _____

Approved 06/25/2024

TABLE OF CONTENTS

I. WELCOME TO VOICES COLLEGE - BOUND LANGUAGE ACADEMIES 1

Welcome Statement! 1
Mission 1
Vision 1
Handbook Use and Purpose 2

II. CONDITIONS OF EMPLOYMENT 2

Equal Employment Opportunity Policy 2
Immigration Compliance 3
Employee Classification for Overtime Pay 4
Employment At-Will 4
Standards of Conduct 5
Professional Boundaries: Staff/Student Interaction Policy 9
Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation 12
Whistleblower Policy 15
Faculty and Staff Complaint Policy 16
Anti-Nepotism Policy 17
Confidential Student Information 17
Conflict of Interest 18
Personnel Evaluation and Record Keeping 18
Personnel Files and Record Keeping Protocols 19
Intellectual Property Rights 19

III. COMPENSATION AND BENEFITS 19

Employee Compensation 19
Faculty and Staff Benefits 19
COBRA Benefits 20
Retirement Plan 21
Paydays 21
Payroll Information 21
Overtime Pay 22
Wage Attachments and Garnishments 23
Time Records 23
Punctuality and Attendance 24
Work Hours and Schedules 24
Meal and Rest Periods 24
Telework 25
Lactation Accommodation 33
Time Cards/Records 34
Paydays 34
Personal Reimbursements 35
Holidays, Leaves, and Absences 35
Reproductive Loss Leave 49

Victims of Abuse Leave 50
Employee Loan Policy 52
IV. HEALTH AND SAFETY 52
Health and Safety Requirements for Employment 52
Child Abuse Reporting 55
Smoke-Free Environment 55
Drug and Alcohol-Free Workplace 55
Participation in Recreational or Social Activities 56
Security Protocols 56
Bloodborne Pathogens Exposure Control Plan 56
Accident and Injury Reporting 56
Emergency Plans 57
Guests and Visitors 57
V. INFORMATION AND COMMUNICATION 57
Communication and Technology Policy 57
Employee Blogs/Social Media 58
Soliciting/Conducting Personal Business While on Duty 59
External Communications Policy 59
Termination of Employment 60
AMENDMENT TO EMPLOYEE HANDBOOK 60

Appendix A Harassment/Discrimination/Retaliation Complaint Form
Appendix B General Complaint Form

I. WELCOME TO VOICES COLLEGE - BOUND LANGUAGE ACADEMIES

Welcome Statement!

On behalf of the Board of Directors ("Board"), staff, and students of Voices College-Bound Language Academies ("Voices, "Voices Academies," or the "School"), we would like to welcome you to our community of learners in pursuit of an excellent education for all children. At Voices Academies, we believe that each one of us has strengths to offer in addition to having areas for growth. We deeply value your commitment to work at Voices Academies and to engage in our collaborative process of learning for all. We are excited to learn and grow with you.

Mission

The mission of Voices Academies is to prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition, we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

Vision

Always working with our mission in mind will enable us to reach our vision. We believe **all** students graduating from Voices Academies will possess the knowledge, skills, and confidence to succeed in any career path they **choose** to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a **heightened awareness of the endless possibilities** for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers and staff, like yourself, who are dedicated to being active participants in a professional learning community driven by student learning and parents who work in partnership with the school, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their communities better for those that come after them.

Ultimately, Voices Academies will be a place where:

1. All adults believe all students can learn and achieve at high academic levels.
2. All students are achieving at levels superior to state standards.
3. All students are bilingual, biliterate and bicultural.
4. All students are strong communicators.
5. All students realize their power to construct a new reality for themselves and their communities.
6. All teachers provide differentiated instruction that is standards based and founded on best practices.
7. All teachers' collaboration, planning and instruction is driven by analysis of student achievement data.

This handbook is a guide for Voices Academies' employees as we seek to carry out our important work and achieve our mission.

Handbook Use and Purpose

This Handbook is designed to help employees get acquainted with Voices Academies. It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at Voices Academies. Employees may view Voices Academies' other official policies at **El Centro** or at the front office during regular business hours. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of Voices Academies or its employees. In no way does the Handbook replace any official plan documents (i.e., health insurance, retirement plan, etc.) nor does it alter the at-will status of employment with the School, which will govern in all cases. This Handbook supersedes and replaces all prior versions. Voices Academies reserves full discretion to add, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Voices Academies also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Executive Director with Board approval has the authority to enter into any employment or other agreement that modifies Voices Academies' policies. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of Voices.

Employees must sign the acknowledgement form, at the beginning of this Handbook (electronically), and return it to Human Resources. This will provide the School with a record that each employee has received and agrees to comply with the policies within this Handbook.

II. CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Policy

Voices Academies is an equal employment opportunity employer. It is the policy of Voices Academies to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity and gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform

Powered by BoardOnTrack

certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken); and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights at ("CFRA"), or the Fair Employment and Housing Act "FEHA"); or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and applicants and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees. Furthermore, Voices Academies prohibits all unlawful discrimination against any employee or applicant for employment in its programs or activities based on the characteristics noted above.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, Voices Academies will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a Voices Academies representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation they need to perform the job, or if unknown, what job duties the disability impairs. Voices Academics will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. Voices Academies will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, Voices Academies will make the accommodation.

Immigration Compliance

Voices Academies will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, Voices Academies will not check the employment authorization status of current employees, or of applicants who were not offered positions with Voices Academies, unless required to do so by law.

Voices Academies shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, Voices Academies shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States.

If you have any questions or need more information on immigration compliance issues, please contact the HR department. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of Voices Academies without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the school will give employees notice of the inspection both before and after it has occurred as required by law.

Employee Classification for Overtime Pay

Voices Academies employees are classified as either exempt or non-exempt from overtime.

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Voices Academies will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Supervisor or designee.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of Voices Academies that all employees are considered "at-will" employees of the School. Accordingly, either Voices Academies or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials or the materials provided to employees in connection with their employment shall require Voices Academies to have "cause" to terminate an employee or otherwise restrict Voices Academies right to release an employee from their at-will employment with Voices Academies. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict Voices Academies right to terminate at-will. No Voices Academies representative,

other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with Voices Academies that are not consistent with Voices Academies policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Standards of Conduct

Personal Appearance and Conduct

Employees are expected to wear clothing appropriate for the nature of our business and the type of work performed. Because each employee is a representative of Voices Academies in the eyes of the public, each employee must report to work properly groomed, maintaining proper hygiene, wearing appropriate clothing and maintaining a professional appearance that sets a good example for Voices Academies students.

All employees of the school are required to adhere to the following dress code unless given prior approval by the Principal:

- No Jeans (unless worn in a more formal manner i.e., with blazer, belt, and dress shoes)
- No sweats, or sagging pants
- No spaghetti strapped tops or tank tops
- No skin tight garments (i.e. bicycle pants, leggings)
- Clothes that may cause distraction are not acceptable. Specifically, tank tops, muscle shirts, halter tops, exposed backs or midriffs, low cut tops and see-through garments are not permitted
- No flip-flops or casual sandals, staff working outside must wear closed-toe shoes (i.e. playground, field)
- Head coverings, including hats of any kind, except those worn for religious or safety reasons, are not to be worn inside school buildings including assemblies, classrooms, and offices. Hats may be worn outside for sun protection. All hats are to be removed upon entering school buildings. For exceptions to this policy, prior approval must be granted by the Principal.
- All skirts, dresses and shorts are to be of a modest length. The hemlines or slits in skirts or dresses shall be no shorter than two inches above the knee
- Other than the Voices Academies clothing or logo, clothing should be free of writing or logos, indecent or inappropriate images, writings, drawings, company advertisements, group names, or suggestive logos are prohibited
- Tattoos with inappropriate images or language must be covered at all times

Failure to comply with the approved dress code may lead to disciplinary action up to and including termination

Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

1. Release of confidential information without authorization
2. Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
3. Theft or embTeam Zzlement
4. Willful destruction of property
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property
6. Conviction of a felony or conviction of a misdemeanor making the employee unfit for the position
7. Engaging in sabotage or espionage (industrial or otherwise)
8. Falsification, fraud or omission of pertinent information when applying for a position
9. Any willful act that endangers the safety, health or wellbeing of another individual
10. Horseplay, fighting or instigating a fight on Voices Academies premises or during Voices' authorized events.
11. Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
12. Misuse of School property or funds
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Gambling on School premises
15. Using or possession of firearms, weapons or explosives of any kind, or any other dangerous weapon, while acting within the course of School of your employment with the school.
16. Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
17. Unprofessional conduct
18. Failure to comply with the School's safety procedures
19. Insubordination- refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
20. Inefficiency including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
21. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on Voices Academies property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
22. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.

23. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
24. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
25. Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School.
26. Violations of federal, state or local laws affecting the organization or your employment with the organization
27. Unacceptable job performance
28. Refusal to speak to supervisors or other employees.
29. Dishonesty, immoral or indecent conduct.
30. Violations of the Policy Prohibiting Discrimination, Harassment, and Retaliation.
31. Posting any notices on Voices Academies premises without prior written approval of management, unless posting is on a Voices Academies bulletin board designated for employee postings.
32. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
33. Failure to keep a required license, certification or permit current and in good standing
34. Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
35. Unreported absence of any scheduled workdays
36. Unauthorized use of School equipment, materials, time or property
37. Working unauthorized overtime or refusing to work assigned overtime
38. Abuse of leave
39. Excessive absenteeism or tardiness, excused or unexcused.
40. Sleeping or malingering on the job
41. Any other conduct detrimental to other employees or the School's interests or its efficient operations.

Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Employees should report any act or threat of violence immediately to the Principal or Supervisor.

Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes your questions, suggestions or suggestions relating to your job, conditions of employment, the School or the treatment you are receiving. Other than in situations involving harassment, intimidation, and retaliation (as outlined in the Policy Prohibiting Discrimination, Harassment, and Retaliation), employees should contact the Principal with their questions or concerns. If the situation is not resolved to their satisfaction, they should contact the Executive Director, in writing, who will further investigate the issue.

School Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, work stations, lockers, file cabinets, computers, telephone systems, email systems and other storage devices.

The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

Off-Duty Conduct and Outside Employment

While Voices Academies does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects Voices Academies legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by Voices Academies, employees are expected to devote their energies to their jobs with Voices Academies. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at Voices Academies.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with Voices Academies.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with Voices Academies.
- Additional employment that requires the employee to conduct work or related activities on Voices Academies property during the employer's working hours or using Voices Academies facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Voices Academies.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to Voices Academies explaining the details of the additional employment. If the additional employment is authorized, Voices Academies assumes no responsibility for it. Voices Academies shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Termination of Employment

Employees are encouraged to provide as much advance notice as possible of their intent to resign. Although employees have the same right as Voices Academies to terminate the at-will employment relationship with or without notice, with or without cause, should it become necessary for an employee to terminate their at-will employment with Voices Academies, at least four (4) weeks' notice is expected whenever possible. If employees have any questions regarding these policies and procedures, they are encouraged to speak with the Principal or Supervisor. Every Voices Academies employee is an important member of our team. Employees are encouraged to offer suggestions and comments that help to create a more positive work environment and school community.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay if applicable to their position. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Professional Boundaries: Staff/Student Interaction Policy

Voices Academies recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;

6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:
Unacceptable Staff/Student Behaviors (Violations of this Policy)
These lists (and any subsequent lists) are not meant to be all-inclusive, but rather, illustrative of the types of behaviors intended to be addressed by this policy.

1. Giving gifts to an individual student that are of a personal and intimate nature.
2. Kissing of any kind.
3. Any type of unnecessary physical contact with a student in a private situation.
4. Intentionally being alone with a student away from the school.
5. Making or participating in sexually inappropriate comments.
6. Sexual jokes.
7. Seeking emotional involvement with a student for your benefit.
8. Listening to or telling stories that are sexually oriented.
9. Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
10. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(The following behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

1. Remarks about the physical attributes or development of anyone.
2. Excessive attention toward a particular student.
3. Sending emails, text messages or letters to students if the content is not about school.

Acceptable and Recommended Staff/Student Behaviors

1. Getting parents' written consent for any after-school activity.
2. Obtaining formal approval to take students off school property for activities such as field trips or competitions.

Powered by BoardOnTrack

3. E-mails, text, phone, and instant messages to students must be very professional and pertaining to school activities or classes. (Communication should be limited to school technology.)
4. Keeping the door open when alone with a student.
5. Keeping reasonable space between you and your students.
6. Stopping and correcting students if they cross your own personal boundaries.
7. Keeping parents informed when a significant issue develops.
8. Keeping after-class discussions with a student professional and brief.
9. Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
10. Involving your supervisor if a conflict arises with a student.
11. Informing the Principal about situations that have the potential to become more severe.
12. Making detailed notes about an incident that could evolve into a more serious situation later.
13. Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
14. Asking another staff member to be present if you will be alone with any type of student with special needs.
15. Asking another staff member to be present when you must be alone with a student after regular school hours.
16. Giving students praise and recognition without touching them.
17. Pats on the back, high fives and handshakes are acceptable.
18. Keeping your professional conduct a high priority.
19. Asking yourself if your actions are worth sacrificing your job and career.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

Voices is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Voices' policy prohibits unlawful harassment, discrimination, and retaliation based upon:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);

- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights at ("CFRA"), or the Fair Employment and Housing Act "FEHA");
- Genetic information;
- Sexual orientation;
- Military and veteran status, or
- Any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against based upon the characteristics noted above.

Voices does not condone or tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to Human Resources.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

Voices Academies is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including

information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See **Appendix A** for the "Harassment/ Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "General Complaint Form." Complaints that fall within the scope of Title IX will be investigated in accordance with the School's Title IX Policy.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal

relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Voices Academies policy.

Whistleblower Policy

Voices Academies requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action. See **El Centro** for the full policy.

Faculty and Staff Complaint Policy

The purpose of the “Internal Complaint and Resolution” procedures is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

<u>Internal Complaints</u>

(Complaints by Employees Against Employees, excluding termination)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including using conflict resolution per the Internal General Complaint Form and attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Supervisor or designee:

1. The complainant will bring the matter to the attention of the Supervisor as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The supervisor or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file their complaint in a signed writing to Human Resources. The Director of Human Resources or designee will then investigate the facts and provide a solution or explanation;
4. If the complaint is about the Executive Director, the complaint may file their complaint in a signed writing to the Chair of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorized a third party investigator on behalf of the board. The Board Chair or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Executive Director (if the complaint concerns the Principal) or the Board Chair (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Executive Director (if a complaint is about the Principal) or the Board Chair (if it is about the Executive Director) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Anti-Nepotism Policy

Consistent with the principle that employees and prospective employees of Voices College-Bound Language Academies shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, ethnicity, gender, religion, sexual orientation, national origin, or any protected classes or other factors not involving professional qualifications and performance, Voices has restrictions, disclosure obligations, procedures, and potential waivers regarding hiring or employing individuals who have a family or personal relationship with other Voices' employees or student(s). All employees are expected to be familiar with this Policy, which is located on **El Centro**. Failure to follow the policy may lead to disciplinary action, up to and including, release from at-will employment.

Confidential Student Information

All information relating to students, including name, photos, schools attended, addresses, contact numbers, or other identifiable information, and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

Staff will have access, on a "right to know" basis, to sensitive information about children, families, staff, and issues and policies under consideration at Voices Academies. It is extremely important to take appropriate confidentiality measures when talking to anyone about the school and its students, families and staff. The Principal should be consulted if there are any questions regarding confidentiality issues.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Principal, or the Executive

Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Personnel Evaluation and Record Keeping

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Principal. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others.

The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Principal, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by their supervisor within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Principal will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. Voices' evaluation system will in no way alter the at-will employment relationship.

Personnel Files and Record Keeping Protocols

At the time of employment , a personnel file shall be established for each employee. It is each employee’s responsibility to keep Human Resources advised of changes that should be reflected in their personnel file. Such changes include: change in name, change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a Voices representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. Voices will restrict disclosure of personnel files to authorized individuals within Voices. Employees must direct a request for information contained in the personnel file to Human Resources. Only Human Resources is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, Voices will cooperate with

requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Intellectual Property Rights

Voices shall own any employee-created intellectual property under the certain circumstances. All employees are expected to be familiar with this Policy, which is located on **El Centro**. Failure to follow the policy may lead to disciplinary action, up to and including, release from at-will employment.

III. COMPENSATION AND BENEFITS

Employee Compensation

The Board has adopted a teacher pay schedule and determined job specific salary/hourly ranges for other positions.

Faculty and Staff Benefits

Voices Academies provides health, dental, and vision insurance coverage for current full-time staff, provided such coverage is commercially or otherwise available at reasonable cost. Voices will pay the cost of such coverage for full time employees up to the yearly Board approved amount. Health care benefits end on the last day of the last month of employment. Should an employee's last day fall on the last day of the month, then their health benefits will end on that day.

Eligibility

Employees are eligible for medical, dental and vision coverage if they are a regular employee working at least thirty (30) hours per week. Employees who are temporary, work less than thirty (30) hours per week, or are internship employees are not eligible to participate in the plans. The Voices plan covers the cost of medical coverage for dependents only up to the regular coverage limit contributions.

When Coverage Starts

Medical, dental and vision coverage begins on the first of the month following thirty (30) days of full employment. Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

An enrollment form must be submitted to the Human Resources Department as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

Cost of Coverage

The current cost for coverage under the plan is available from the Human Resources department or online enrollment system. These costs may change from time to time.

COBRA Benefits

Continuation of Medical and Dental

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, the employee must pay the full cost of coverage - the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee , their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making the employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period also may be extended if other events (such as a divorce or death) occur during the eighteen (18)-month period subject to certain requirements

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and their spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes them ineligible for coverage under the plan.

The School will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within 30 days of the event. The School will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within 30 days of the due date;
- The employee (or their spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- The School stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee has been receiving extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

Retirement Plan

Voices Academies participates in the California State Teachers Retirement System ("STRS") program (FS, MH, MP) and a 401K plan (WCC, ST). Employees will be eligible according to the plan or program eligibility requirements and Voices will pay the required employer contribution for such benefits. Team Z employees, if eligible, may participate in the 401k plan. Voices Academies will make required employer contributions towards federal Social Security for those employees not covered by STRS.

Payroll Information

Payroll Withholdings

Voices is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

- Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
- State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings, unless the employee meets the Exemption from Withholding on the State Tax form.
- Social Security: The Federal Insurance Contribution Act ("FICA") requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
- State Disability Insurance ("SDI"): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Powered by BoardOnTrack

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask Human Resources to explain them.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form and the CA Employee Withholding Allowance Certificate should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Human Resources Department and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. The School follows all federal and state laws regarding the payment of overtime wages by compensating all non-exempt employees for overtime hours worked. For purposes of overtime calculations for non-exempt employees, the school's work week begins on Monday and ends the following Sunday. The workday begins at midnight and ends the following day at 11:59 p.m. Voices Academies provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

> For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

You will be informed when you are required to work overtime hours. **All overtime hours worked must be pre-authorized in writing by the Principal or Supervisor.**

Only those hours that are actually worked are counted to determine an employee's overtime pay. Exempt employees may have to work hours beyond their normal schedules, as work demands require. No overtime compensation will be paid to these exempt employees.

Wage Attachments and Garnishments

Under normal circumstances, Voices Academies will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require Voices Academies, by law, to withhold part of your earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented with a second garnishment request concerning an employee, Human Resources will discuss the situation with the employee.

Time Records

By law, Voices is obligated to keep accurate records of time worked by non-exempt employees. Records must be accurately kept on a daily basis reflecting all regular hours and overtime hours worked and meal periods taken by non-exempt employees. Time records must be signed by employees, verifying and attesting to the truth of the information contained therein. All absences, tardies and overtime must be accurately reflected on the time record.

Punctuality and Attendance

All employees whether exempt or non-exempt are expected to adhere to regular attendance and to be punctual. Any employee who is unable to report for work on time or will be absent on any particular day must call their Supervisor at least one (1) hour before the start of the scheduled workday. If an employee is absent from work longer than one day, they are expected to keep their Supervisor or Principal sufficiently informed of the situation.

Upon returning to work after an absence for any reason, the employee must electronically complete an absence form for their Supervisor's approval by the end of the workday on which the employee returns. If an employee is absent for medical reasons for more than three (3) working days, the employee must, immediately upon their intended day of return to work, provide the Principal or Supervisor with a physician's statement certifying that the employee is able to return.

As noted in this Handbook concerning prohibited conduct, excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including release from at-will employment with the school. An absence or tardiness for more than three (3) consecutive days without notification to the Principal or Supervisor will lead to disciplinary action, up to and including termination.

Work Hours and Schedules

The School's normal operating hours are from 7:30 a.m.- 4:30 p.m., Monday through Friday. The work schedule for full-time non-exempt employees is eight (8) hours per day; the regular work week is forty (40) hours per week.

Every full-time employee is required to work full professional days. **Teachers shall arrive at the school site at least fifteen (15) minutes before the student instructional day and their work day shall end upon the completion of the employee's duties, unless a mandatory event has been scheduled.**

Meal and Rest Periods

Exempt employees shall have a thirty (30) minute non-paid lunch period. Non-exempt employees shall have a thirty (30) minute non-paid lunch period if they have worked five (5) hours in a day to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Voices Academies mutually consent to the waiver in writing.

Classroom teachers shall receive mandatory sixty minutes of daily professional development. Your supervisor will assign your work schedule. Classified employees shall receive professional development as scheduled by the Principal.

Non-Exempt employees shall also receive a ten (10) minute break for every four (4) hours worked, which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Telework

Purpose

Voices considers teleworking/working remotely to be a viable alternative work arrangement in cases where whose job duties do not require in-person presence at a Voices school or facility and when there is minimal organizational and employee performance impact. This policy details conditions and requirements which apply to all temporary telework assignments at Voices.

Definition

Teleworking allows employees to work at home, on the road or in a satellite location for all or part of their regular workweek. Teleworking is a voluntary, mutually agreed work alternative that may be appropriate for some employees and some jobs. It is not an entitlement, it is not an organization-wide benefit, and it in no way changes the terms and conditions of employment with Voices and the promulgation of this Policy creates no employee rights in relation to teleworking. However, level of performance can be a relevant factor in assessing whether a telework arrangement is appropriate. Voices has the right to refuse to make telework available to an employee and to terminate a telework arrangement at any time.

Teleworking can be informal, such as working from home for a short-term project or on the road during business travel, or formal, as described below. All informal teleworking arrangements are made on a case-by-case basis, focusing first on the business needs of the organization.

Application and Scope

Telework agreements do not change the conditions of employment or required compliance with policies, rules and practices.

Telework may be used:

- To enhance employee productivity and satisfaction.
- As a mutually agreed upon work alternative between supervisor and employee, rather than a reward or job requirement.
- If clear communication exists between supervisor and employee, and between the teleworker and the rest of the office.
- If the employee's essential job functions can continue to be performed to Voices' satisfaction.
- If structured time is used to ensure attendance at mandatory meetings and professional development, retreats and events.

General Requirements

Employees shall not telework unless they receive advance written approval from their supervisor. Consideration for teleworking shall be given only where an employee's position is adaptable for teleworking and the employee has demonstrated work habits and performance that are well-suited to teleworking. Supervisors shall take into consideration the following factors when considering teleworking eligibility:

- An employee must be on the job at least thirty (30) days and preferably ninety (90) days before commencing telework.
- The employee must have a portion of their workload able to be performed away from the school site without diminishing the quality of job performance.
- Remote work must not create problems for projects or staff.
- All teleworkers and supervisors will participate in studies to evaluate the telework program, if requested.
- The employee must be able to perform work from home or an approved remote location without distractions or unnecessary risk to the security of School data, records, networks, or confidentiality;
- The employee will be in compliance with all applicable IT, Security, Privacy and Confidentiality policies and procedures.
- If the telework candidate plans to work from home, they must be able to provide a suitable work environment at home.

<u>Eligibility Consideration</u>

Voices will only consider offering a teleworking arrangement to an employee who:

- Is effective at working independently for extended periods of time.
- Is self-motivated.
- Demonstrates good time-management skills, such as completing assignments on time.
- Meets the organization's standards for quality.
- Asks for assistance when needed and assistance is seldom needed.

- The employee must maintain connections with work groups or teams from their remote work location by communicating information fully and timely with leadership, coworkers, support staff and partners.
- Sets appropriate priorities, changes priorities as needed, and maintains a suitable workspace.
- Demonstrates dependability and responsibility by meeting attendance standards, following through on projects and work assignments and maintaining confidentiality.
- Job performance evaluations that meet or exceed expectations (an employee cannot be considered if their evaluations do not indicate sustained high performance).
- Computer skills sufficient to work independently at an alternate worksite.
- Has limited need for face-to-face contact with coworkers.
- Workload demands that require quiet time to complete projects.
- Can telework in a way that appears invisible to coworkers.
- Has a job characterized by clearly defined tasks and deliverables.
- Performs effectively with less structure and more independence.
- Understands Voices and its procedures, policies, values, and image.
- Has a position in which communication can be accommodated electronically or by telephone rather than face-to-face.
- Has minimal need for on-site files, records, special equipment, software, or other resources.
- Can perform work from home without unnecessary risk to the security of data, networks, or stakeholder confidentiality.
- Can maintain connections with work group or team from remote location.
- Has good problem-solving skills.
- Demonstrates trustworthiness.
- Has a low need for social interaction.
- Has a job where work can be monitored by output, not time spent doing the job.
- Can be absent from the office without being detrimental to the productivity or work quality of other employees or Voices.
- Has work activities that are portable and can be performed successfully outside the office.
- Has no recent or pending corrective or disciplinary actions.

Application and Approval

- An eligible employee who is interested in teleworking should work with their manager to complete a Telework Agreement (“Agreement”).
- Copies of the proposed Agreement are to be forwarded to the Chief Executive Officer (“CEO”)

or designee for approval.

- The CEO or designee may make amendments to the Agreement. If either the employee or manager do not consent to the amendments, the employee's request for a telework assignment will be deemed to have been rejected.
- A finalized version of the Agreement (which includes and incorporates the CEO's or designee's amendments, if any, shall be forwarded to the Human Resources ("HR") Department to be included in the employee's personnel file.
- If the Agreement is approved, the employee shall be directed to the Tech Department for an assessment of equipment needs (if applicable). The employee may be required to complete a home-office checklist to determine if additional equipment/software must be furnished to the employee. Such additional equipment/software may only be provided with prior written permission from the employee's manager. The costs for such equipment/software shall be credited against the manager's department budget.
- Each employee's home office may be subject to inspection by Voices to ensure that Voices' equipment is set up and functioning properly.
- The employee will still be subject to performance evaluations in a manner consistent with Voices' policies. The Agreement must include information regarding to what extent Voices' performance evaluation policy will be modified to account for the telework assignment.
- A telework assignment may be discontinued, at will and without advance notice, at the request of either the employee or Voices.

Manager Responsibilities

- Establish and be familiar with all Telework Agreements for teleworking employees under the manager's supervision.
- Takes the downside of telework into consideration prior to approval (i.e. detrimental to team and Voices culture, lack of accessibility, etc.).
- Be comfortable with remote supervision.
- Learn the technology and tools necessary for remote supervision.
- Establish communication protocols with telework employees.
- Include teleworking employees in office/department events, messages, etc.as applicable to preserve teamwork.
- Review each teleworking employee periodically to ensure compliance with the Agreement and address any work related problems, including completing evaluations and other performance management as appropriate.
- Maintain records related to telework and assist with surveys, program evaluations, and reports.

Communication and Accessibility

- Teleworking employees and their supervisors are expected to determine how communication

between employee, the worksite, and/or the worksite will be handled. The supervisor must notify others within the teleworking employee's department as to the communications strategy so they know how and when to reach the teleworking employee on their telework days.

- Teleworking employees must be reachable, within reason by phone and email at all times to their supervisor, co-workers, and Voices stakeholders during agreed upon hours and shall keep their supervisor and as needed, their co-workers or other Voices stakeholders (e.g., students and/or parents), informed of their availability so these individuals know how and when to reach the employee during the employee's telework assignment. Teleworking employees will be as accessible as their on-site counterparts during their agreed upon regular business hours, regardless of work location.
- All stakeholder interactions will be conducted at the stakeholder's office or a Voices school site. Stakeholders cannot visit the teleworking employee's home office.
- Teleworking employees must notify their supervisor if they leave their telework site during agreed upon hours.
- Teleworking employees must post their telework schedule on their online calendar.
- Teleworking employees are expected to be flexible in their scheduling. They should be available to attend staff meetings and other meetings as required by their manager, even if meetings occur on a telework day.
- Employees shall make arrangements with their supervisor and co-workers to address on-site job demands that arise, including returning to the work site to perform certain job duties as needed or as directed by their supervisor.
- Employees shall also be solely responsible for the performance of their telework duties; assistance from third parties (for example, you cannot have your significant other who is not a Voices employee perform your work duties), unless expressly authorized by Voices in writing, is strictly prohibited.
- The employee and manager must agree on the most cost-efficient way of handling long distance telephone calls if they do not use a reimbursed cell phone. To be reimbursed for long-distance, the employee must use the agreed-upon method and must submit a log of long-distance calls and an itemized copy of their telephone bill.

Work Hours

Telework is performed during assigned work hours, up to a specific number of days per week. The number of hours spent teleworking varies by employee. The employee schedules office time to access facilities and supplies, attend events, and to meet with their supervisor, co-workers and partners. Telework does not change the number of hours an employee is expected to work. Any changes in work hours are to be approved in advance by the supervisor. m

Telework employees who are not exempt fro the overtime requirements will be required to record all hours worked and take and document applicable meal/rest periods in a manner designated by Voices. Hours worked in excess of those specified per day and per week, in accordance with state and federal

requirements, will require the advance written approval of the supervisor. Failure to comply with this requirement will result in the immediate revocation of the Agreement.

The amount of time an employee needs to spend at the appropriate Voices facility is determined by the supervisor and agreed upon as part of the Agreement.

If the teleworker is unable to work due to illness, the employee must use sick leave and must report the absence to their supervisor.

Existing personnel rules regarding leave, hours of work, scheduling work, travel policies, and overtime shall apply to teleworkers.

Telework is not intended to be used in place of sick leave, family and medical leave, or any other type of leave.

Travel Expenses

All policies and procedures included in the Voices Expense Reimbursement Policy regarding mileage reimbursement shall apply.

Emergency Operations

If an office closure or emergency excuses other employees from working and work can proceed at the employee's telework site, teleworkers are not excused from working.

Teleworking employees must notify their immediate supervisor in the event of any emergency. In a case where an emergency such as a power failure prevents work at the telework site, the teleworking may be excused from working or may be required to report to a Voices facility as instructed by the supervisor.

Personal Obligations

An employee who is teleworking shall not conduct personal business during their assigned duty hours. No personal business may be conducted on Voices-owned equipment unless it is related to a course of study approved by Voices. Supplies owned by Voices cannot be used for personal business.

While telework may facilitate employees' working around family responsibilities, it is not intended to be a substitute for family care. The employee shall not have the primary responsibility for childcare, dependent adult care, or other personal obligations not related to their job duties during working hours. The focus of the arrangement must remain on job performance and meeting business demands. Prospective teleworking employees are encouraged to discuss expectations of telework with family members prior to entering into an Agreement.

The employee may not engage in work related to other jobs, such as operating a side business, or any other outside activities such as church, community organization or club activities during assigned work hours on telework days.

Performance Standards

The employee must maintain the same or an improved level of productivity and work quality while teleworking. If productivity and/or work quality begin to decline, the Agreement may be modified or terminated. Telework allows a high amount of flexibility for an employee to complete their work in a

timely and proper manner, and it is expected that the employee will not abuse this opportunity by allowing their productivity or work quality to decline.

Workspace Safety

Employees are responsible for establishing and maintaining a designated, adequate workspace at their telework location. When the telework location is the employee's home, the employee is responsible for ensuring the location is safe (free from hazards and other dangers to the employee or equipment), clean and professional.

The home office space used for telework is considered an extension of Voices' facilities. Employees will have the same responsibility for safe practices, accident prevention, posting legally-required notices, and accident reporting as in the regular worksite. The employee is responsible for establishing and maintaining a designated, adequate workspace at the alternate worksite. When the alternate site is the employee's home, the employee is responsible to maintain a designated workplace in a safe (free from hazards and other dangers to the employee or equipment), healthy, professional, and secure manner.

The employer will not provide office furniture for workspaces at the employee's home. Employees who live in rented property should be aware that their lease may not permit business use of the premises.

In case of injury, theft, loss, or tort liability related to telework, the teleworker must immediately report the event to their supervisor, complete the necessary forms, and allow Voices or its authorized agent to investigate and/or inspect the telework site. If the employee is injured in the course and scope of performing official duties during the agreed upon work hours, regardless of work location, the employee is covered under California's worker's compensation law.

Teleworking employees who permit third parties to enter their home work area should consider carrying insurance that covers third-party injuries arising out of or relating to the use of the home under a telework policy and should consult their personal insurance carrier for advice.

Supplies and Equipment

Voices will determine, with information supplied by the employee and the supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, and photocopiers) for each telework assignment on a case-by-case basis. Voices will not provide office furniture for the workspace at home.

All necessary technology equipment will be supplied and maintained by Voices, subject to availability. Equipment supplied by Voices, is to be used in accordance with existing technology use policies. Employees shall be held liable to Voices, whenever their wrongful or negligent act or omission causes loss, theft, disappearance, damage to, or destruction of School property. If the employee is not returning to Voices, upon cessation of a telework assignment, all School property must be returned to Voices,

The use of equipment, software, data supplies and furniture, when provided by Voices for use at the remote work location, is limited to authorized persons and for purposes relating to school business. Voices will provide for repairs to its equipment. When the employee uses their own equipment, the employee is responsible for maintenance and repair of equipment.

Equipment provided by the employer may not be used for personal purposes.

Office supplies necessary to complete work assignments should be obtained during the teleworking employee's in-office days. The teleworking employee will not be reimbursed for supplies normally available in the office. The employee must have prior written approval from their manager for the purchase of any supplies that cannot be obtained through normal supply channels.

Information, Security, and Confidentiality

The employee must never provide any unauthorized person with access to Voices' network or share network access passwords and must comply with all policies and procedures related to information security and network access. The employee will be responsible for performing a manual virus scan on any removable storage media used to transport work products back and forth between the organization office and the home office. Storage media will be scanned before each use.

The employee will follow appropriate procedures to avoid computer viruses and data contamination, and to protect Voices' network by regularly downloading anti-virus definitions and antivirus and firewall updates. If required by the Tech Department, the employee will enable automatic updating of anti-virus software. Consistent with Voices' expectations of information security for employees working at the office, teleworking employees will be expected to ensure their telework location is secure and communications provided or sensitive work performed from the telework location remain confidential away from the presence of family members or guests. Any Voices' materials taken home, such as confidential personnel or student records, must be kept in a secure space within the telework location and not be made accessible to any third parties, including the employee's family members or guests. Steps include use of locked file cabinets and desks, regular password maintenance, and any other steps appropriate for the job and the environment.

Conditions of Employment

Teleworking assignments do not change the conditions of employment or required compliance with policies and rules. Policies, rules and practices shall apply at the telework site, including those governing communicating internally and with the public, employee rights and responsibilities, facilities and equipment management, financial management, information resource management, purchasing of property and services, and safety. Failure to follow policy rules and procedures may result in termination of the telework arrangement and/or disciplinary action.

A telework agreement does not constitute a promise of employment for a specified time or otherwise alter the at-will nature of employment with Voices. Telework employees can still be terminated at any time, with or without cause and with or without advance notice.

Professional Boundaries

Employees must maintain appropriate levels of professionalism when interacting remotely with students and/or student's family members in full compliance with Voice' "Professional Boundaries: Staff/Student Interaction" policy and as summarized below:

- Limit communications with students to issues involving School activities or classes only;
- Ensure professional communications with students by avoiding conversations of an overly personal, inappropriate, sexual, offensive, or indecent nature;

- Respect the privacy rights of students by ensuring communications and/or documents involving confidential pupil information are safeguarded appropriately;
- Maintain the same degree of formality as would be appropriate when working on-site, including in manner of speech, tone, method of communication, and appearance and dress, particularly when the employee may be communicating with students via video chat; and
- Continue to comply with any and all School policies, including enforcing appropriate student behavior and student discipline, child abuse and neglect reporting protocols, and prohibitions on harassment or other inappropriate conduct.

For a copy of Voices' policies, please see the Employee Handbook. Employees who fail to demonstrate acceptable professional boundaries during a telework assignment may be subject to disciplinary action, up to and including termination from employment.

Evaluation & Duration

Evaluation of employee performance during the teleworking assignment may include daily interaction by video, phone and/or email between the employee and the supervisor, and weekly face-to-face and/or video meetings whenever possible to discuss work progress and problems, as needed. Voices may modify or terminate telework assignments at any time, with or without cause or advance notice. Although not required, Voices shall endeavor to provide seven (7) days' notice of the modification or termination of any telework assignment whenever possible.

Public Records Request and Retention

Records that may be created at, sent to, or sent from the alternative work site may be subject to disclosure in response to a request for public records. The fact that the record resides on an employee's home computer does not affect its status as a public record. An employee who teleworks must therefore maintain all records on the alternative worksite computer consistent with the Public Records and Electronic Records Retention policies. Any questions regarding this issue should first be directed to the CEO or designee.

Intellectual Property Rights

As is the case when employees are in the office, intellectual property developed or conceived of while a worker is attending to Voices' business at an alternate worksite is the exclusive property of Voices. Such intellectual property includes patent, copyright, trademark, and all other intellectual property rights as manifested in memos, plans, strategies, products, computer programs, documentation, and other Voices materials.

Office Space Reduction

Employees entering into an Agreement may be required to forfeit use of a personal office or workstation in favor of a shared arrangement in order to maximize the Voices' office and parking space needs.

Tax Implications

It is the employee's responsibility to determine any income tax implications of maintaining a home office.

Voices will not provide tax guidance nor assume an additional tax liability. Employees are encouraged to consult with a qualified tax professional to discuss tax implications.

Lactation Accommodation

Voices accommodates lactating employees and will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Break time for an employee that does not run concurrently with the rest time authorized for the non-exempt employee by the applicable wage order of the Industrial Welfare Commission shall be unpaid. Voices shall make reasonable efforts to provide the employee with the use of a room or other location, in close proximity to the employee's work area, for the employee to express milk in private. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. The room or location may include the place where the employee normally works if it otherwise meets the requirements of this section. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Time Cards/Records

By law, Voices is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's time card system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the Human Resources department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the Business Manager to make the correction and such correction must be initiated by both the employee and the Business Manager.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

<u>Teacher Work Schedule</u>

A teacher's official duties for the school year begins on the first day of assigned Professional Development Institute (new or returning teacher).

Paydays

Exempt

Exempt employees will be paid the 25th of each month. Should this day occur on a bank holiday or weekend, employees will be paid the business day prior.

Non-exempt (hourly)

Hourly employees will be paid on the 10th and 25th of each month. Payment on the 10th will cover hours worked from the 16th to the 31st of the prior month, while payment on the 25th will cover hours worked from the 1st to the 15th of the current month. Should this day occur on a bank holiday or weekend, employees will be paid the business day prior.

Each paycheck will include earnings for all reported work performed through the end of the payroll period. **You should promptly notify the Human Resources department if you have a question regarding the calculations of your paycheck;** any corrections will be noted and will appear on the following payroll.

Personal Reimbursements

All employee reimbursements must be pre-approved by the employee's Supervisor. Expenses will not be reimbursed unless the individual requesting reimbursement submits an Expense Report through the reimbursement system and has been approved by their Supervisor. The Expense Report, which shall be submitted within thirty (30) days of the date of the expenditure, must include itemized information such as date, location, method of travel, expenses, and receipts for allowable expenses. All employees are expected to be familiar with the Personal Reimbursements Policy found on **El Centro.**

Holidays, Leaves, and Absences

Holidays

Voices' calendar reflects any and all holidays observed by the Schools. The following holidays are generally observed by public entities, including public schools:

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Exempt or non-exempt employees who work more than thirty (30) hours per week are eligible for holiday pay at their regular pay rate on designated, Board approved holidays as designated on the yearly school calendar. "Holidays" shall not include vacation/non-work days that may come before or after an approved holiday. Employees must be employed for at least thirty (30) calendar days to be eligible for holiday pay. If an observed holiday

Holiday	
New Year's Day	Labor Day
Martin Luther King Jr. Birthday	Veteran's Day
Presidents Day	Thanksgiving Day
Memorial Day	Friday after Thanksgiving
Juneteenth	Day before Christmas
Independece Day	Christmas Day

occurs during an employee's scheduled and approved time off, they will be paid for the holiday (if eligible) and will not have their leave docked for the day the holiday is observed. Employees are not paid for holidays after their termination date. Employees on any leave of absence will not be paid holiday pay.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the employee's Supervisor. The employee will be paid if the religious holiday is taken as an earned personal necessity day. The employee will not be paid if the religious holiday is taken as a personal leave of absence day.

Sick Leave

Sick leave is a benefit provided to employees in order to provide a cushion for incapacitation due to illness or injury, or personal necessity (see below). Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee request sick leave)) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take sick leave to receive medical care, mental health care, or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all Voices employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees will receive a minimum of forty (40) hours of paid sick leave at the beginning of each school year or on their start date

if hired after the school year has begun. Additionally, all full-time employees working on a twelve (12) month schedule will receive an additional one hundred twelve (112) hours of paid sick leave per full year of employment at the start of the school year. Full-time employees working on an eleven (11) month schedule will receive an additional one hundred four (104) hours of paid sick leave per full year of employment at the start of the school year. Full-time employees on at least a ten (10) month schedule shall receive additional ninety-six (96) hours per full year of employment. Employees who start into the school year will receive a prorated amount based on their assignment and the portion of a full year worked.

Unused, sick leave does not carry over from year-to-year and is not paid out upon separation from employment.

Sick leave must be taken by eligible employees in increments of two (2) hours. Employees are not allowed to draw against unearned sick leave. The School does not pay employees in lieu of unused sick leave.

Sick leave may only be used for the purposes specified in this policy. If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory will be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Employees must provide reasonable advance notification, either orally or in writing, if a need for paid sick leave is foreseeable. Further, employees should schedule medical appointments in a manner that does not interfere with their job duties whenever possible. If the need for paid sick leave is unforeseeable, the employee must provide notice for the leave as soon as practicable.

If an exempt employee is unable to come to work due to illness and does not have sufficient sick leave to cover an entire workday, the employee must use any sick leave and vacation to cover the entire day. If both sick and vacation leave have been exhausted, the exempt employee must take the entire day off and a full day of compensation will be deducted from their paycheck for the absence. Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by Human Resources.

Personal Necessity Leave

All full-time employees with sick leave may use up to twenty-four (24) hours of sick leave as personal necessity leave per year. Full-time employees on at least a ten (10) month schedule may use a prorated

Powered by BoardOnTrack

amount of their sick leave each year for personal necessity. Uses of personal necessity leave may include, but are not limited to, the death or serious illness of a member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee be absent during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Personal necessity leave is not vacation and except in emergency/unexpected circumstances, must be approved at least two (2) weeks in advance by the Employee Supervisor. Personal necessity leave is a component of the School's sick leave policy. As a result, personal necessity leave does not carry over and will not be paid out upon separation from employment.

Catastrophic Sick Leave Donation Policy

Full-time employees who are experiencing catastrophic illness and have exhausted all their paid leave may request donations of accumulated unused sick leave from other employees of VCBLA who wish to donate sick leave to that individual.

A "catastrophic illness" or "injury" means an illness or injury that is expected to incapacitate the employee for an extended period of time, or that incapacitates a member of the employee's family which incapacity requires the employee to take time off from work for extended periods of time to care for that family member, and taking extended time off work creates a financial hardship for the employee because s/he has exhausted all of his/her sick leave and other paid time off.

"Members of the employee's family" shall be limited to a parent, spouse/domestic partner, child, sibling, parent-in-law, son/daughter-in-law, grandparent and grandchild of the employee or any relative living with the employee.

The intent of this leave is to provide employees economic relief for devastating personal health circumstances. Catastrophic leave may not be used for:

1. Elective surgery
2. Personal necessity leave
3. Normal pregnancy
4. Substance abuse rehabilitation
5. Bereavement

A full-time employee may request donated catastrophic sick leave up to thirty (30) days through the lifetime of employee tenure at Voices.

Whenever possible, the employee must submit a request for the additional days to the Employee Supervisor at least fifteen (15) working days before he or she expects to exhaust all other available sick leave. A verification of the information in the request from the employee's physician must be attached.

When the Employee Supervisor determines that the illness or injury meets the appropriate criteria, the Employee Supervisor shall contact the Human Resource Department who will contact all other VCBLA employees to announce that they may donate up to twenty-four (24) hours of their personal sick leave days for use by the employee requesting the catastrophic sick leave. All employees shall also be notified that the donation is irrevocable. Employees with fewer than twenty-four (24) hours of accumulated sick leave days are not eligible to contribute sick leave days to the Catastrophic Leave Program. All employees, whether full- or part-time, must donate sick leave in increments of eight (8) hours.

Employees will authorize their donation on a signed form provided and collected by the Human Resource Department.

Human Resources will conduct a lottery, assign each donor a number, and prepare a confidential list of donation orders to be kept in the Team Z office. Each eligible donor on the list will have his or her available sick leave reduced as it is used in the order established by the lottery donor number. The Employee Supervisor or designee will notify all employee donors of the status of their donated sick leave.

Vacation

While the School recognizes the importance of vacation time as a period of rest and rejuvenation away from the job, vacations must be scheduled with due consideration for "peak traffic periods" in the school. With this in mind, it is expected that vacation time will be taken when school is not in session whenever possible.

Regular full-time, twelve (12) month school-site administrative and El Zocalo ("Team Z") staff are entitled to vacation terms based upon date of hire, length of service, and status with the School. Administrative employees include Principal, Business Manager, Dean of Culture, Student Services Manager, and Instructional Coaches.

Full-time Team Z staff will receive eighty (80) hours of paid vacation at the start of each year. Regular full-time school-site administrative staff will receive one hundred and four (104) hours of paid vacation each year as of July 1st. Instructional and non-exempt employees and employees working on part-time basis (less than full-time) shall not receive vacation days.

For all eligible employees as defined above, vacation time shall be coordinated and cleared at the start of the year, or start of their employment, by the employee's supervisor subject to scheduling. Vacation days should be taken when school is not in session whenever possible. It is expected that vacation will be scheduled as early as possible in the year and at least 2 weeks in advance and must be approved by your direct manager.

An employee whose employment terminates will be paid for unused vacation hours. An employee whose employment ends prior to the end of the school year will be paid for vacation hours on a prorated basis proportional to time worked. In the event that employment ends prior to the end of the year, and an employee's used vacation time is in excess of the proportional equivalent to the part of the year worked, the excess vacation time used will be reimbursed to Voices in the employee's last check. The deduction will be equivalent to the employee's salary rate times the excess vacation time used.

Unpaid Leave of Absence

Voices recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be submitted with ample notice (if feasible) and approved by Human Resources.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave.

Family and Medical Leave Act/California Family Rights

This policy explains how the School complies with the federal **Family and Medical Leave Act ("FMLA")** and the **California Family Rights Act ("CFRA")**, both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below.

Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the threshold is five (5) employees).

Events That May Entitle an Employee To FMLA /CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
    a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
    b. "Inpatient care" means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits them to the facility with the expectation that they will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
    c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
    d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.
4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) -month period to provide said care. CFRA does not provide leave specific to caring for a service member.
5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kind a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the service member.
3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay During FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.
3. If an employee has exhausted their sick leave, leave taken under FMLA or CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

Powered by BoardOnTrack

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Voices may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if they work less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority they had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate or clarify information in a deficient certification if the employee is unable to cure the deficiency.

3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Employee's Supervisor. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that they are able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave of Absence

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each pregnant employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time an employee is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

  To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

  The four (4) month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to themselves, the successful completion of the pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Voices shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12) month period. Voices can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee's failure to return from leave is for a reason other than the following:
   - The employee is taking leave under the California Family Rights Act.
   - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
   - There is a non-pregnancy related medical condition requiring further leave.
   - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, the employee will return with the same seniority they had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Employee Supervisor. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, the employee must be reinstated to a comparable position unless one of the following is applicable:

    a. The employer would not have offered a comparable position to the employee if the employee would have been continuously at work during the pregnancy disability leave.

b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

   A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Voices policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from their healthcare provider that the employee is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

  No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

<u>Industrial Injury Leave (Workers' Compensation)</u>

Voices, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker's compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Employee's Supervisor;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Employee's Supervisor; and
- Provide the School with a certification from a healthcare provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Voices, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, the employee is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

- All accidents and injuries must be reported to the Employee Supervisor and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but the employee is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

Voices shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Voices will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if they left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if the employee eft part-time employment, the

Powered by BoardOnTrack

employee must apply for reemployment within five (5) days of being released from active duty. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Voices shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military service members. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Exempt employees are entitled to up to three (3) days of pay during bereavement leave and two (2) days of unpaid leave. For all other employees, bereavement leave shall be unpaid unless an employee elects to use available accrued/unused paid leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Bereavement pay will not be used in computing overtime pay. Upon request, an employee may be required to provide documentation of the death of a covered family member.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. For all non-exempt employees, the School will pay for up to three (3) days if an employee is called to serve on a jury.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Employee Supervisor at least two (2) days' notice.

Bone Marrow/Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the school that the employee is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA
Leave.

Victims of Abuse Leave

Voices provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Voices with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Voices one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Voices will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Principal.

<u>School Appearance and Activities Leave</u>

As required by law, Voices will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school. If more than one (1) parent or guardian is an employee of Voices, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Powered by BoardOnTrack

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Employee Supervisor thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in their former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, reemployment cannot always be guaranteed.

If an employee fails to return from a leave of absence on the date agreed and does not provide medical information to justify the continued absence, it will be assumed that the employee has voluntarily resigned.

If you need further information regarding Leaves of Absence, be sure to consult the Human Resources Manager.

IV. HEALTH AND SAFETY

Health and Safety Requirements for Employment

Voices is committed to providing and maintaining a healthy and safe work environment for all employees, vendors, contractors and the public. The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is required to take training off-site, the employee will be reimbursed for the job related expenses. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Voices' management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to report to your supervisor any potential health or safety hazards and all injuries or accidents. In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Tuberculosis Test

Tuberculosis ("TB") testing is a term and condition of employment and all employees must comply with this requirement. Except for employees transferring from other schools, no person shall be employed by the School unless the employee has submitted proof of an examination within the past sixty (60) days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous sixty (60) days or a certification showing that they were examined within the past four years and as found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file verifying that the person is free from infectious tuberculosis within the last four years. that contains the showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs. Employees may also provide a **"California School Employee Tuberculosis (TB) Risk Assessment Questionnaire"** signed by a health care provider on an annual basis. If TB risk factors are identified on the assessment, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining health care provider showing the employee was examined and found free from active tuberculosis.

The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant. The cost of the examination required of existing employees shall be a reimbursable expense. Employees should follow the School's reimbursement procedures. The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The School will have three recommended providers and shall reimburse costs at the maximum recommended provider's rate. The availability of this testing may be announced by the School.

This requirement shall also include student teachers serving under the supervision of a designated master teacher and all substitute employees. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Procedures for Criminal Background Checks

As a condition of employment and as required by law, the School requires all applicants for employment to submit two sets of fingerprints to the Department of Justice for the purpose of obtaining criminal

record summary information from the Department of Justice and Federal Bureau of Investigation. all individuals working or volunteering at the School will be required to submit to this criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with, or convicted of any offense during their employment with the School, the employee must immediately report as much to the Principal.

The School will not employ a person who has been convicted of a violent or serious felony or a person who would be prohibited from employment by a public school district because of his or her conviction for any crime, unless an applicable exception applies. The school will not employ any applicant until the Department of Justice completes its check of the state criminal history file as provided by law. The School shall also request subsequent arrest notification from the Department of Justice and take all necessary action based upon such further notification.

First-Aid and CPR Training

All individuals working unsupervised with children or in a classroom setting (i.e. core teachers, advisors, non-core teachers, Principal) must receive, renew, and maintain basic first-aid and CPR certification by the first day of school for students.

All new teachers are required to complete one approved three-hour course in Cardiopulmonary Resuscitation (CPR) and one approved three-hour course in first aid before the first official day of school. All continuing teachers are required to take a refresher course in both CPR and first aid. Teachers will make their own arrangements for such training and will provide documentation of completion and cost to the school. As allowed by the school's budget, the school may reimburse the teacher for the cost of the course (s) up to a maximum of $75.00 for a 6-hour CPR/First Aid course, and up to $40.00 for a CPR refresher course.

Child Abuse Reporting

Child abuse reporting is a term and condition of employment and all employees must comply this requirement. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Voices Academies will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or

reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions**.**

Smoke-Free Environment

The Charter School maintains a smoke-free environment.

Smoking is not allowed anywhere on Charter School Property. It is the responsibility of each staff member to adhere to this rule, and to inform their guests of our non-smoking policy.

Drug and Alcohol-Free Workplace

Voices Academies is committed to providing a drug and alcohol-free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Voices Academies stakeholders.

It is the Voices Academies policy to maintain a drug and alcohol-free workplace. No employee may bring to the workplace, use, possess, offer for sale or be under the influence of any illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils, or on School property at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

Participation in Recreational or Social Activities

Employees may participate in activities sponsored by or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

Security Protocols

Voices has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in walkways, entrances, and exits of the School and report any suspicious persons or activities to office staff. Secure your classroom or office at the end of each day. When called away from your work area for an extended length of time, do not leave valuable or personal articles unattended. The security of our facility is directly related to the health and safety of our students and our colleagues. Employees should immediately notify the Principal when keys are missing or if security access has been breached.

Bloodborne Pathogens Exposure Control Plan

The Principal or designee, shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Principal, or designee, shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

The Board shall determine which employees have occupational exposure to bloodborne pathogens and other potentially infectious materials. In accordance with the Charter School's "Exposure Control Plan," employees having occupational exposure shall be trained in accordance with applicable state regulations (8 CCR 5193) and offered the hepatitis B vaccination.

The Principal, or designee, may exempt designated first-aid providers from pre-exposure hepatitis B vaccination under the conditions specified by state regulations.

Any employee not identified as having occupational exposure in the Charter School's exposure determination may petition to be included in the Charter School's employee in-service training and hepatitis B vaccination program. Any such petition should be submitted to the Principal, or designee, who shall evaluate the request and notify the petitioners of his/her decision. The Principal, or designee, may deny a request when there is no reasonable anticipation of contact with infectious material.

Accident and Injury Reporting

In the event of an accident or injury, contact the office immediately, a report will be filed and depending upon the condition of the injury, the injured party will be taken to a physician, or hospital, or released on their own.

<u>Reporting an Injury</u>

Staff members are responsible for reporting any job related injury to the Business Manager or Supervisor immediately. Staff will be asked to fill out Voices' "First Report of Injury Form" and employees will be provided with information regarding seeking medical attention under the School's Worker's Compensation Plan. Staff should report any injury on a timely basis, even minor injuries not requiring immediate medical attention, for the purposes of investigation, prevention, follow-up and appropriate records can be kept.

Emergency Plans

Appropriate fire exit and earthquake preparedness drills will be administered monthly. In the case of an actual emergency, all employees are responsible for staying at the school site (or evacuation staging area) until a Principal releases them. During an emergency, teachers must always have a roster of students under their direct supervision.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency to office staff or Principal. In addition, all employees should know the local emergency numbers such as 911.

Guests and Visitors

All staff are expected to uphold a professional presence at all times and refrain from inviting personal friends/visitors to the School.

V. INFORMATION AND COMMUNICATION

Communication and Technology Policy

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or with respect to use by minors, images harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the Principal all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or changed. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access

computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Internet use, unless previously authorized, is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify, use, or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are illegal, obscene, child pornography and/or images harmful to minors.

The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted. The e-mail system and internet access is not to be used in any manner that is against the policies of the School, contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use and dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using their School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Employee Blogs/Social Media

If an employee decides to keep a personal blog/social media accounts that discuss any aspect of their workplace activities, the following restrictions apply:

- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, coworkers and competitors;

Powered by BoardOnTrack

- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment and retaliation

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is on-duty. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter, or is conducted in areas where other employees are working.

Moreover, the School's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Voices' facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

External Communications Policy

Occasionally, employees may be contacted by outside sources requesting information relating to Voices College-Bound Language Academies ("Voices"), including information regarding current or former employees, Voices projects, or other workplace issues. In order to avoid providing inaccurate or incomplete information to outside sources, and the possible negative exposure that may result from providing information about Voices to outside sources, any employee asked to speak for or on behalf of Voices by any outside source should immediately contact the appropriate Voices official, as detailed below:

Media Contacts

Voices will respond to media inquiries in a timely and professional manner only through the designated Voices spokesperson. If an employee is contacted by a representative from any media organization (e.g., television, radio, or newspaper reporters) to speak for or on behalf of Voices, the employee should notify the media representative that they are not authorized to make a public comment on behalf of Voices, and immediately refer the media representative to the Chief Growth and Community Engagement Officer. No employee may communicate with media agents on behalf of the Voices without prior authorization from the Chief Executive Officer.

A. Outside Attorneys and Investigators

If an employee is contacted by an outside attorney or investigator regarding Voices operations, including information regarding current or former employees, Voices projects, or other workplace issues, the employee should inform the inquiring party that they are not authorized to speak on behalf of Voices.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Principal regarding their intention as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When an employee terminates their at-will employment, they will be entitled to all earned but unused vacation pay. If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Voices reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A

HARASSMENT/ DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of Voices College-Bound Language Academies ("Voices" or the "School") that all of its employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, and retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, and retaliation.

If you are an employee of the School, may file this form with the Principal or, if the complaint is about the Principal, the Chief Executive Officer or, if the complaint is about the Chief Executive Officer, with the Board Chair.

Please review the Academy's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered to be unlawful.

Voices will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize Voices to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, discriminated, and retaliated against you or someone else:

_____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Powered by BoardOnTrack

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the Academy to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by: _____ Date:_____

Powered by BoardOnTrack

APPENDIX B

GENERAL COMPLAINT FORM

Name:_____ Address: _____

Telephone Number (day) _____ (evening) _____

Date of alleged incident(s): _____ Who is your complaint against: _____

List any witnesses that were present: _____

Has this been discussed with them? If so, when? _____
_____

Have you attempted using the School Conflict Resolution Process? If so, please describe?
_____
_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible. *Please include all important information such as location, names, dates, and who was present, any verbal statements, what you did to avoid the situation, and who it was reported to initially. Please use additional paper if needed.*
_____
_____
_____
_____
_____
_____
_____
_____
_____

What remedy or action do you suggest?
_____
_____
_____
_____

The following information is listed neither to encourage nor discourage the filings of a complaint. Rather, it is intended to inform you of the possible outcomes of a formal Voices complaint proceedings:

- I understand that Voices may request additional information from me regarding this matter, and I agree that I will provide such information as is available to me. I also understand that as a complainant, I may also be required to testify and be subject to cross- examination.
- I understand that while my request resolution of this matter will be carefully considered, the ultimate action taken may ultimately be more or less severe than the remedy I have proposed. In serious situations the information contained in this complaint may be used among other things as a basis for termination of an employee.
- I understand that I may request to withdraw this complaint at any time. However, in the event that Voices views the matter raised in this complaint as being sufficiently serious, Voices may pursue this matter despite my desire not to proceed.

I hereby authorize the Voices Academies to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify the information I have provided in the complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature: _____ Date: _____

Printed Name: _____

Coversheet

Approve Unaudited Actuals for Voices FS, MH, MP, ST, and WCC

Section:	IV. Board Business: Discussion/Action Items
Item:	E. Approve Unaudited Actuals for Voices FS, MH, MP, ST, and WCC
Purpose:	Vote
Submitted by:	
Related Material:	Voices MH FY24 UAR - SACS.pdf Voices MP FY24 UAR - SACS.pdf Voices Flagship 2023-24 UAR - SACS.pdf Voices Stockton 2023-24 UAR - SACS.pdf Voices WCC 2023-24 UAR Alt form - SACS.pdf

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Voices College-Bound Language Academy at Morgan Hill
CDS #:	43-10439-0131748
Charter Approving Entity:	Santa Clara County Office of Education
County:	Santa Clara
Charter #:	1716

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Shallu Sharma	Shallu Sharma	Josh Kemp
Name	Name	Name
Financial Administrator	Financial Administrator	School Finance Manager
Title	Title	Title
408-453-3609	408-453-3609	341-234-3627
Telephone	Telephone	Telephone
ssharma@sccoe.org	ssharma@sccoe.org	jkemp@edtec.com
Email address	Email address	Email address

To the entity that approved the charter school:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: Aldo Ramirez Title: CEO

To the County Superintendent of Schools:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

Charter School Name: Voices College-Bound Language Academy at Morgan Hill
CDS #: 43-10439-0131748
Charter Approving Entity: Santa Clara County Office of Education
County: Santa Clara
Charter #: 1716

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,474,467.00		1,474,467.00
Education Protection Account State Aid - Current Year	8012	52,554.00		52,554.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,698,834.00		1,698,834.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,225,855.00	0.00	3,225,855.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		150,427.00	150,427.00
Special Education - Federal	8181, 8182		49,924.00	49,924.00
Child Nutrition - Federal	8220		72,617.59	72,617.59
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		165,713.00	165,713.00
Total, Federal Revenues		0.00	438,681.59	438,681.59
3. Other State Revenues				
Special Education - State	StateRevSE		323,696.77	323,696.77
All Other State Revenues	StateRevAO	94,057.11	1,497,403.00	1,591,460.11
Total, Other State Revenues		94,057.11	1,821,099.77	1,915,156.88
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	6,261.08		6,261.08
Total, Local Revenues		6,261.08	0.00	6,261.08
5. TOTAL REVENUES		3,326,173.19	2,259,781.36	5,585,954.55
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	909,964.10	110,411.67	1,020,375.77
Certificated Pupil Support Salaries	1200	56,500.00	71,310.01	127,810.01
Certificated Supervisors' and Administrators' Salaries	1300	126,400.08		126,400.08
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		1,092,864.18	181,721.68	1,274,585.86
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	374.57	432,377.43	432,752.00
Noncertificated Support Salaries	2200		34,775.05	34,775.05
Noncertificated Supervisors' and Administrators' Salaries	2300	41,750.00	131,440.18	173,190.18
Clerical, Technical and Office Salaries	2400	53,085.58	110,433.95	163,519.53
Other Noncertificated Salaries	2900	1,023.99	122,870.05	123,894.04
Total, Noncertificated Salaries		96,234.14	831,896.66	928,130.80
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	30,730.02	157,045.68	187,775.70
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	37,678.53	66,270.88	103,949.41

	Health and Welfare Benefits	3401-3402	50,674.04	34,657.08	85,331.12
	Unemployment Insurance	3501-3502	4,212.05	6,421.20	10,633.25
	Workers' Compensation Insurance	3601-3602	15,086.35	10,338.96	25,425.31
	OPEB, Allocated	3701-3702			0.00
	OPEB, Active Employees	3751-3752			0.00
	Other Employee Benefits	3901-3902	7,881.48	14,365.31	22,246.79
	Total, Employee Benefits		146,262.47	289,099.11	435,361.58
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	14,820.16	17,873.13	32,693.29
	Books and Other Reference Materials	4200			0.00
	Materials and Supplies	4300	70,778.60	32,933.01	103,711.61
	Noncapitalized Equipment	4400	120,326.45	440.41	120,766.86
	Food	4700	44,876.91	106,013.65	150,890.56
	Total, Books and Supplies		250,802.12	157,260.20	408,062.32
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100			0.00
	Travel and Conferences	5200	13,849.61	1,265.56	15,115.17
	Dues and Memberships	5300	14,566.65		14,566.65
	Insurance	5400	56,195.70	15,506.11	71,701.81
	Operations and Housekeeping Services	5500	28,671.89	9,118.34	37,790.23
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	401,962.43	165,252.90	567,215.33
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	1,205,585.98	861,068.83	2,066,654.81
	Communications	5900	357.17		357.17
	Total, Services and Other Operating Expenditures		1,721,189.43	1,052,211.74	2,773,401.17
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 modified accrual basis only)				
	Land and Land Improvements	6100-6170			0.00
	Buildings and Improvements of Buildings	6200			0.00
	Books and Media for New School Libraries or Major				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Subscription Assets	6700			0.00
	Depreciation Expense (accrual basis only)	6900	11,111.02		11,111.02
	Amortization Expense - Lease Assets	6910			0.00
	Amortization Expense - Subscription Assets	6920			0.00
	Total, Capital Outlay		11,111.02	0.00	11,111.02
7.	Other Outgo				
	Tuition to Other Schools	7110-7143			0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
	All Other Transfers	7281-7299			0.00
	Transfers of Indirect Costs	7300-7399			0.00
	Debt Service:				
	Interest	7438			0.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		0.00	0.00	0.00
	Total, Other Outgo		0.00	0.00	0.00
8.	TOTAL EXPENDITURES		3,318,463.36	2,512,189.39	5,830,652.75

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		7,709.83	(252,408.03)	(244,698.20)
D. OTHER FINANCING SOURCES / USES				

	Description	Object Code	Unrestricted	Restricted	Total
1.	Other Sources	8930-8979			0.00
2.	Less: Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(252,408.03)	252,408.03	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(252,408.03)	252,408.03	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		(244,698.20)	0.00	(244,698.20)
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	3,498,930.21		3,498,930.21
	b. Adjustments/Restatements	9793, 9795	(3.00)		(3.00)
	c. Adjusted Beginning Fund Balance /Net Position		3,498,927.21	0.00	3,498,927.21
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		3,254,229.01	0.00	3,254,229.01
	Components of Ending Fund Balance (Modified Accrual Basis only)				
	a. Nonspendable				
	1. Revolving Cash (equals Object 9130)	9711			0.00
	2. Stores (equals Object 9320)	9712			0.00
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00
	4. All Others	9719			0.00
	b. Restricted	9740			0.00
	c. Committed				
	1. Stabilization Arrangements	9750			0.00
	2. Other Commitments	9760			0.00
	d. Assigned	9780			0.00
	e. Unassigned/Unappropriated				
	1. Reserve for Economic Uncertainties	9789			0.00
	2. Unassigned/Unappropriated Amount	9790M			0.00
3.	**Components of Ending Net Position (Accrual Basis only)**				
	a. Net Investment in Capital Assets	9796	38,471.96		38,471.96
	b. Restricted Net Position	9797			0.00
	c. Unrestricted Net Position	9790A	3,215,757.05	0.00	3,215,757.05
G.	**ASSETS**				
1.	Cash				
	In County Treasury	9110			0.00
	Fair Value Adjustment to Cash in County Treasury	9111			0.00
	In Banks	9120	3,479,695.73		3,479,695.73
	In Revolving Fund	9130			0.00
	With Fiscal Agent/Trustee	9135			0.00
	Collections Awaiting Deposit	9140			0.00
2.	Investments	9150			0.00
3.	Accounts Receivable	9200	574,211.83		574,211.83
4.	Due from Grantor Governments	9290			0.00
5.	Stores	9320			0.00
6.	Prepaid Expenditures (Expenses)	9330	5,369.50		5,369.50
7.	Other Current Assets	9340	74,800.00		74,800.00
8.	Lease Receivable	9380	23,255.00		23,255.00
9.	Capital Assets (accrual basis only)	9400-9489	38,471.96		38,471.96
10.	TOTAL ASSETS		4,195,804.02	0.00	4,195,804.02
H.	**DEFERRED OUTFLOWS OF RESOURCES**				
1.	Deferred Outflows of Resources	9490			0.00
2.	TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I.	**LIABILITIES**				
1.	Accounts Payable	9500	597,845.07		597,845.07
2.	Due to Grantor Governments	9590			0.00
3.	Current Loans	9640			0.00

4.	Unearned Revenue	9650	320,474.94		320,474.94
5.	Long-Term Liabilities (accrual basis only)	9660-9669	23,255.00		23,255.00
6.	TOTAL LIABILITIES		941,575.01	0.00	941,575.01
J.	**DEFERRED INFLOWS OF RESOURCES**				
1.	Deferred Inflows of Resources	9690			0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K.	**FUND BALANCE /NET POSITION**				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		3,254,229.01	0.00	3,254,229.01

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a.	NONE	$		0.00
b.				0.00
c.				0.00
d.				0.00
e.				0.00
f.				0.00
g.				0.00
h.				0.00
i.				0.00
j.				0.00
	TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

	Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999	0.00
d.	Books and Supplies	4000-4999	0.00
e.	Services and Other Operating Expenditures	5000-5999	0.00
	TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.		None	
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a.	Total Expenditures (B8)	5,830,652.75
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	438,681.59
c.	Subtotal of State & Local Expenditures	5,391,971.16
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	11,111.02
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	$	5,380,860.14

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Voices College-Bound Language Academy at Mt. Pleasant
CDS #:	43-10439-0132530
Charter Approving Entity:	Santa Clara County Office of Education
County:	Santa Clara
Charter #:	1743

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Shallu Sharma	Shallu Sharma	Josh Kemp
Name	Name	Name
Financial Administrator	Financial Administrator	School Finance Manager
Title	Title	Title
408-453-3609	408-453-3609	341-234-3627
Telephone	Telephone	Telephone
ssharma@sccoe.org	ssharma@sccoe.org	jkemp@edtec.com
Email address	Email address	Email address

To the entity that approved the charter school:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: Aldo Ramirez Title: CEO

To the County Superintendent of Schools:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

Charter School Name: Voices College-Bound Language Academy at Mt. Pleasant
CDS #: 43-10439-0132530
Charter Approving Entity: Santa Clara County Office of Education
County: Santa Clara
Charter #: 1743

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,900,443.00		1,900,443.00
Education Protection Account State Aid - Current Year	8012	41,142.00		41,142.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	961,684.00		961,684.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		2,903,269.00	0.00	2,903,269.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		128,173.00	128,173.00
Special Education - Federal	8181, 8182		43,314.00	43,314.00
Child Nutrition - Federal	8220		92,608.31	92,608.31
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299	141,975.00	282,795.98	424,770.98
Total, Federal Revenues		141,975.00	546,891.29	688,866.29
3. Other State Revenues				
Special Education - State	StateRevSE		252,109.32	252,109.32
All Other State Revenues	StateRevAO	63,886.96	1,896,808.70	1,960,695.66
Total, Other State Revenues		63,886.96	2,148,918.02	2,212,804.98
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	7,475.38		7,475.38
Total, Local Revenues		7,475.38	0.00	7,475.38
5. TOTAL REVENUES		3,116,606.34	2,695,809.31	5,812,415.65
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	385,867.20	213,804.85	599,672.05
Certificated Pupil Support Salaries	1200	37,550.85	61,310.01	98,860.86
Certificated Supervisors' and Administrators' Salaries	1300	121,640.00	4,460.00	126,100.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		545,058.05	279,574.86	824,632.91
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	5,131.22	350,732.50	355,863.72
Noncertificated Support Salaries	2200		121,129.51	121,129.51
Noncertificated Supervisors' and Administrators' Salaries	2300	43,368.77	112,232.25	155,601.02
Clerical, Technical and Office Salaries	2400	12,254.17	139,997.93	152,252.10
Other Noncertificated Salaries	2900	3,635.42	42,811.09	46,446.51
Total, Noncertificated Salaries		64,389.58	766,903.28	831,292.86
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	5,970.48	64,266.36	70,236.84
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	44,808.41	56,844.50	101,652.91

	Health and Welfare Benefits	3401-3402	37,869.57	56,892.64	94,762.21
	Unemployment Insurance	3501-3502	5,792.91	4,602.18	10,395.09
	Workers' Compensation Insurance	3601-3602	7,415.75	11,743.28	19,159.03
	OPEB, Allocated	3701-3702			0.00
	OPEB, Active Employees	3751-3752			0.00
	Other Employee Benefits	3901-3902	6,919.81	10,035.60	16,955.41
	Total, Employee Benefits		108,776.93	204,384.56	313,161.49
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	9,537.52	9,462.50	19,000.02
	Books and Other Reference Materials	4200			0.00
	Materials and Supplies	4300	47,848.85	23,849.84	71,698.69
	Noncapitalized Equipment	4400	49,367.73	4,015.64	53,383.37
	Food	4700	7,190.79	199,608.77	206,799.56
	Total, Books and Supplies		113,944.89	236,936.75	350,881.64
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100			0.00
	Travel and Conferences	5200	348.63	1,643.64	1,992.27
	Dues and Memberships	5300	14,476.65		14,476.65
	Insurance	5400	46,031.98	15,165.87	61,197.85
	Operations and Housekeeping Services	5500	1,144.98	132.85	1,277.83
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	190,948.95	758,333.29	949,282.24
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	1,488,738.88	1,404,608.86	2,893,347.74
	Communications	5900	313.78		313.78
	Total, Services and Other Operating Expenditures		1,742,003.85	2,179,884.51	3,921,888.36
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 modified accrual basis only)				
	Land and Land Improvements	6100-6170			0.00
	Buildings and Improvements of Buildings	6200			0.00
	Books and Media for New School Libraries or Major				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Subscription Assets	6700			0.00
	Depreciation Expense (accrual basis only)	6900	4,605.98		4,605.98
	Amortization Expense - Lease Assets	6910			0.00
	Amortization Expense - Subscription Assets	6920			0.00
	Total, Capital Outlay		4,605.98	0.00	4,605.98
7.	Other Outgo				
	Tuition to Other Schools	7110-7143			0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
	All Other Transfers	7281-7299			0.00
	Transfers of Indirect Costs	7300-7399			0.00
	Debt Service:				
	Interest	7438			0.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		0.00	0.00	0.00
	Total, Other Outgo		0.00	0.00	0.00
8.	TOTAL EXPENDITURES		2,578,779.28	3,667,683.96	6,246,463.24

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		537,827.06	(971,874.65)	(434,047.59)
D. OTHER FINANCING SOURCES / USES				

1.	Other Sources	8930-8979			0.00
2.	Less: Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(971,874.65)	971,874.65	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(971,874.65)	971,874.65	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		(434,047.59)	0.00	(434,047.59)
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	1,004,388.19		1,004,388.19
	b. Adjustments/Restatements	9793, 9795	(3.00)		(3.00)
	c. Adjusted Beginning Fund Balance /Net Position		1,004,385.19	0.00	1,004,385.19
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		570,337.60	0.00	570,337.60
	Components of Ending Fund Balance (Modified Accrual Basis only)				
	a. Nonspendable				
	1. Revolving Cash (equals Object 9130)	9711			0.00
	2. Stores (equals Object 9320)	9712			0.00
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00
	4. All Others	9719			0.00
	b. Restricted	9740			0.00
	c. Committed				
	1. Stabilization Arrangements	9750			0.00
	2. Other Commitments	9760			0.00
	d. Assigned	9780			0.00
	e. Unassigned/Unappropriated				
	1. Reserve for Economic Uncertainties	9789			0.00
	2. Unassigned/Unappropriated Amount	9790M			0.00
3.	**Components of Ending Net Position (Accrual Basis only)**				
	a. Net Investment in Capital Assets	9796	40,591.95		40,591.95
	b. Restricted Net Position	9797			0.00
	c. Unrestricted Net Position	9790A	529,745.65	0.00	529,745.65

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,102,333.67		1,102,333.67
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	399,286.31		399,286.31
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	4,641.00		4,641.00
7. Other Current Assets	9340	26,401.00		26,401.00
8. Lease Receivable	9380	2,036,595.00		2,036,595.00
9. Capital Assets (accrual basis only)	9400-9489	40,591.95		40,591.95
10. TOTAL ASSETS		3,609,848.93	0.00	3,609,848.93
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	82,788.40		82,788.40
2. Due to Grantor Governments	9590	109,164.00		109,164.00
3. Current Loans	9640	644,937.27		644,937.27

4.	Unearned Revenue	9650	166,026.66		166,026.66
5.	Long-Term Liabilities (accrual basis only)	9660-9669	2,036,595.00		2,036,595.00
6.	TOTAL LIABILITIES		3,039,511.33	0.00	3,039,511.33
J.	**DEFERRED INFLOWS OF RESOURCES**				
1.	Deferred Inflows of Resources	9690			0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K.	**FUND BALANCE /NET POSITION**				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		570,337.60	0.00	570,337.60

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a.	NONE	$		0.00
b.				0.00
c.				0.00
d.				0.00
e.				0.00
f.				0.00
g.				0.00
h.				0.00
i.				0.00
j.				0.00
	TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

	Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999	0.00
d.	Books and Supplies	4000-4999	0.00
e.	Services and Other Operating Expenditures	5000-5999	0.00
	TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.		None	
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a.	Total Expenditures (B8)	6,246,463.24
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	688,866.29
c.	Subtotal of State & Local Expenditures	5,557,596.95
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	4,605.98
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	$	5,552,990.97

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Voices College-Bound Language Academy
CDS #:	43-69450-0113662
Charter Approving Entity:	Franklin-McKinley Elementary
County:	Santa Clara
Charter #:	0846

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Rema Kumar	Esabel Corrie	Josh Kemp
Name	Name	Name
District Business Advisor	Director of Fiscal Services	School Finance Manager
Title	Title	Title
408-453-4277	408-283-6087	341-234-3627
Telephone	Telephone	Telephone
rkumar@sccoe.org	esabel.corrie@fmsd.org	jkemp@edtec.com
Email address	Email address	Email address

To the entity that approved the charter school:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: Aldo Ramirez Title: CEO

To the County Superintendent of Schools:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

Charter School Name: Voices College-Bound Language Academy
CDS #: 43-69450-0113662
Charter Approving Entity: Franklin-McKinley Elementary
County: Santa Clara
Charter #: 0846

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,588,715.00		2,588,715.00
Education Protection Account State Aid - Current Year	8012	458,319.00		458,319.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,071,868.00		1,071,868.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		4,118,902.00	0.00	4,118,902.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		148,861.00	148,861.00
Special Education - Federal	8181, 8182		63,233.00	63,233.00
Child Nutrition - Federal	8220		85,523.05	85,523.05
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		714,328.00	714,328.00
Total, Federal Revenues		0.00	1,011,945.05	1,011,945.05
3. Other State Revenues				
Special Education - State	StateRevSE		334,892.00	334,892.00
All Other State Revenues	StateRevAO	233,490.63	1,534,356.81	1,767,847.44
Total, Other State Revenues		233,490.63	1,869,248.81	2,102,739.44
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO			0.00
Total, Local Revenues		0.00	0.00	0.00
5. TOTAL REVENUES		4,352,392.63	2,881,193.86	7,233,586.49
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	799,472.77	255,746.73	1,055,219.50
Certificated Pupil Support Salaries	1200	25,470.41	162,270.63	187,741.04
Certificated Supervisors' and Administrators' Salaries	1300	145,125.43		145,125.43
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		970,068.61	418,017.36	1,388,085.97
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	25,819.86	581,916.68	607,736.54
Noncertificated Support Salaries	2200		66,420.10	66,420.10
Noncertificated Supervisors' and Administrators' Salaries	2300	46,695.86	202,851.17	249,547.03
Clerical, Technical and Office Salaries	2400	26,712.06	115,205.94	141,918.00
Other Noncertificated Salaries	2900		82,981.66	82,981.66
Total, Noncertificated Salaries		99,227.78	1,049,375.55	1,148,603.33
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102	44,712.64	159,801.13	204,513.77
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	55,264.55	79,068.98	134,333.53

	Health and Welfare Benefits	3401-3402	49,778.35	60,791.01	110,569.36
	Unemployment Insurance	3501-3502	7,064.08	6,576.88	13,640.96
	Workers' Compensation Insurance	3601-3602	11,479.62	14,572.28	26,051.90
	OPEB, Allocated	3701-3702			0.00
	OPEB, Active Employees	3751-3752			0.00
	Other Employee Benefits	3901-3902	6,933.59	13,293.22	20,226.81
	Total, Employee Benefits		175,232.83	334,103.50	509,336.33
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	17,411.23	19,494.98	36,906.21
	Books and Other Reference Materials	4200			0.00
	Materials and Supplies	4300	63,698.74	28,067.19	91,765.93
	Noncapitalized Equipment	4400	21,435.33	440.41	21,875.74
	Food	4700	3,588.45	248,932.22	252,520.67
	Total, Books and Supplies		106,133.75	296,934.80	403,068.55
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100			0.00
	Travel and Conferences	5200	4,080.07	1,683.53	5,763.60
	Dues and Memberships	5300	11,356.65		11,356.65
	Insurance	5400	71,513.35	20,916.95	92,430.30
	Operations and Housekeeping Services	5500	60,149.40	10,516.11	70,665.51
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	39,101.80		39,101.80
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	1,990,441.18	1,135,938.48	3,126,379.66
	Communications	5900	2,572.81		2,572.81
	Total, Services and Other Operating Expenditures		2,179,215.26	1,169,055.07	3,348,270.33
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 modified accrual basis only)				
	Land and Land Improvements	6100-6170			0.00
	Buildings and Improvements of Buildings	6200			0.00
	Books and Media for New School Libraries or Major				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Subscription Assets	6700			0.00
	Depreciation Expense (accrual basis only)	6900			0.00
	Amortization Expense - Lease Assets	6910	183,895.96		183,895.96
	Amortization Expense - Subscription Assets	6920			0.00
	Total, Capital Outlay		183,895.96	0.00	183,895.96
7.	Other Outgo				
	Tuition to Other Schools	7110-7143			0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
	All Other Transfers	7281-7299			0.00
	Transfers of Indirect Costs	7300-7399			0.00
	Debt Service:				
	Interest	7438	61,659.72		61,659.72
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		61,659.72	0.00	61,659.72
	Total, Other Outgo		61,659.72	0.00	61,659.72
8.	TOTAL EXPENDITURES		3,775,433.91	3,267,486.28	7,042,920.19

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		576,958.72	(386,292.42)	190,666.30
D. OTHER FINANCING SOURCES / USES				

1.	Other Sources	8930-8979			0.00
2.	Less: Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(386,292.42)	386,292.42	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(386,292.42)	386,292.42	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		190,666.30	0.00	190,666.30
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	3,798,342.26		3,798,342.26
	b. Adjustments/Restatements	9793, 9795	3.00		3.00
	c. Adjusted Beginning Fund Balance /Net Position		3,798,345.26	0.00	3,798,345.26
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		3,989,011.56	0.00	3,989,011.56
	Components of Ending Fund Balance (Modified Accrual Basis only)				
	a. Nonspendable				
	1. Revolving Cash (equals Object 9130)	9711			0.00
	2. Stores (equals Object 9320)	9712			0.00
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00
	4. All Others	9719			0.00
	b. Restricted	9740			0.00
	c. Committed				
	1. Stabilization Arrangements	9750			0.00
	2. Other Commitments	9760			0.00
	d. Assigned	9780			0.00
	e. Unassigned/Unappropriated				
	1. Reserve for Economic Uncertainties	9789			0.00
	2. Unassigned/Unappropriated Amount	9790M			0.00
3.	**Components of Ending Net Position (Accrual Basis only)**				
	a. Net Investment in Capital Assets	9796	3,432,517.85		3,432,517.85
	b. Restricted Net Position	9797			0.00
	c. Unrestricted Net Position	9790A	556,493.71	0.00	556,493.71

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	2,696,637.69		2,696,637.69
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	651,712.91		651,712.91
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	6,113.50		6,113.50
7. Other Current Assets	9340			0.00
8. Lease Receivable	9380	794,108.82		794,108.82
9. Capital Assets (accrual basis only)	9400-9489	6,485,475.61		6,485,475.61
10. TOTAL ASSETS		10,634,048.53	0.00	10,634,048.53
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	199,672.35		199,672.35
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640			0.00

4.	Unearned Revenue	9650	3,392,406.86		3,392,406.86
5.	Long-Term Liabilities (accrual basis only)	9660-9669	3,052,957.76		3,052,957.76
6.	TOTAL LIABILITIES		6,645,036.97	0.00	6,645,036.97
J.	**DEFERRED INFLOWS OF RESOURCES**				
1.	Deferred Inflows of Resources	9690			0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K.	**FUND BALANCE /NET POSITION**				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		3,989,011.56	0.00	3,989,011.56

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (If no amounts, indicate "NONE")		Capital Outlay	Debt Service	Total
a.	NONE	$			0.00
b.					0.00
c.					0.00
d.					0.00
e.					0.00
f.					0.00
g.					0.00
h.					0.00
i.					0.00
j.					0.00
	TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE		0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

	Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999	0.00
d.	Books and Supplies	4000-4999	0.00
e.	Services and Other Operating Expenditures	5000-5999	0.00
	TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.		None	
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a.	Total Expenditures (B8)	7,042,920.19
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,011,945.05
c.	Subtotal of State & Local Expenditures	6,030,975.14
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	61,659.72
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

Declared Disaster		
TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE	$	5,969,315.42
[c minus d minus e minus f]		

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Voices College Bound Language Academy at Stockton
CDS #:	39-68676-0139907
Charter Approving Entity:	Stockton Unified
County:	San Joaquin
Charter #:	2077

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Scott Anderson	Joann Juarez	Josh Kemp
Name	Name	Name
Deputy Supt	Interim Chief Business Official	School Finance Manager
Title	Title	Title
209-468-4807	209-933-7010	341-234-3627
Telephone	Telephone	Telephone
scanderson@sjcoe.net	joann.juarez@stocktonusd.net	jkemp@edtec.com
Email address	Email address	Email address

To the entity that approved the charter school:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: Aldo Ramirez Title: Chief Executive Officer

To the County Superintendent of Schools:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

Charter School Name: Voices College Bound Language Academy at Stockton
CDS #: 39-68676-0139907
Charter Approving Entity: Stockton Unified
County: San Joaquin
Charter #: 2077

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	1,290,254.00		1,290,254.00
Education Protection Account State Aid - Current Year	8012	20,602.00		20,602.00
State Aid - Prior Years	8019			0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	200,693.00		200,693.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		1,511,549.00	0.00	1,511,549.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		41,131.00	41,131.00
Special Education - Federal	8181, 8182		12,431.00	12,431.00
Child Nutrition - Federal	8220		40,897.10	40,897.10
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299		232,934.61	232,934.61
Total, Federal Revenues		0.00	327,393.71	327,393.71
3. Other State Revenues				
Special Education - State	StateRevSE		99,662.07	99,662.07
All Other State Revenues	StateRevAO	35,664.00	562,890.85	598,554.85
Total, Other State Revenues		35,664.00	662,552.92	698,216.92
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	309,502.20		309,502.20
Total, Local Revenues		309,502.20	0.00	309,502.20
5. TOTAL REVENUES		1,856,715.20	989,946.63	2,846,661.83
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	355,558.82	71,847.97	427,406.79
Certificated Pupil Support Salaries	1200			0.00
Certificated Supervisors' and Administrators' Salaries	1300	124,064.36		124,064.36
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		479,623.18	71,847.97	551,471.15
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	85,481.65	112,623.14	198,104.79
Noncertificated Support Salaries	2200	11,257.30	35,378.43	46,635.73
Noncertificated Supervisors' and Administrators' Salaries	2300	39,300.00	40,166.34	79,466.34
Clerical, Technical and Office Salaries	2400	12,741.02	81,928.14	94,669.16
Other Noncertificated Salaries	2900	9,917.88	31,253.95	41,171.83
Total, Noncertificated Salaries		158,697.85	301,350.00	460,047.85
Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00
OASDI / Medicare / Alternative	3301-3302	55,461.82	17,573.71	73,035.53

Powered by BoardOnTrack

	Health and Welfare Benefits	3401-3402	10,726.91	29,572.47	40,299.38
	Unemployment Insurance	3501-3502	5,234.43	1,738.62	6,973.05
	Workers' Compensation Insurance	3601-3602	7,942.27	4,158.11	12,100.38
	OPEB, Allocated	3701-3702			0.00
	OPEB, Active Employees	3751-3752			0.00
	Other Employee Benefits	3901-3902	12,597.94	2,831.92	15,429.86
	Total, Employee Benefits		91,963.37	55,874.83	147,838.20
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100		12,450.79	12,450.79
	Books and Other Reference Materials	4200			0.00
	Materials and Supplies	4300	33,181.71	13,793.22	46,974.93
	Noncapitalized Equipment	4400	51,845.33	3,158.37	55,003.70
	Food	4700	21,121.02	111,612.68	132,733.70
	Total, Books and Supplies		106,148.06	141,015.06	247,163.12
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100			0.00
	Travel and Conferences	5200	11,989.58	4,155.19	16,144.77
	Dues and Memberships	5300	8,831.65		8,831.65
	Insurance	5400	15,021.31	6,437.71	21,459.02
	Operations and Housekeeping Services	5500	43,088.56	11,668.30	54,756.86
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	32,906.08	343,731.60	376,637.68
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	581,731.31	253,980.62	835,711.93
	Communications	5900	224.44		224.44
	Total, Services and Other Operating Expenditures		693,792.93	619,973.42	1,313,766.35
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 modified accrual basis only)				
	Land and Land Improvements	6100-6170			0.00
	Buildings and Improvements of Buildings	6200			0.00
	Books and Media for New School Libraries or Major				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Subscription Assets	6700			0.00
	Depreciation Expense (accrual basis only)	6900	3,062.02		3,062.02
	Amortization Expense - Lease Assets	6910			0.00
	Amortization Expense - Subscription Assets	6920			0.00
	Total, Capital Outlay		3,062.02	0.00	3,062.02
7.	Other Outgo				
	Tuition to Other Schools	7110-7143			0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
	All Other Transfers	7281-7299			0.00
	Transfers of Indirect Costs	7300-7399			0.00
	Debt Service:				
	Interest	7438	662.00		662.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		662.00	0.00	662.00
	Total, Other Outgo		662.00	0.00	662.00
8.	TOTAL EXPENDITURES		1,533,949.41	1,190,061.28	2,724,010.69

Description	Object Code	Unrestricted	Restricted	Total
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		322,765.79	(200,114.65)	122,651.14
D. OTHER FINANCING SOURCES / USES				

Powered by BoardOnTrack

1.	Other Sources	8930-8979			0.00
2.	Less: Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(200,114.65)	200,114.65	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(200,114.65)	200,114.65	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		122,651.14	0.00	122,651.14
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	202,007.10		202,007.10
	b. Adjustments/Restatements	9793, 9795	(2.00)		(2.00)
	c. Adjusted Beginning Fund Balance /Net Position		202,005.10	0.00	202,005.10
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		324,656.24	0.00	324,656.24
	Components of Ending Fund Balance (Modified Accrual Basis only)				
	a. Nonspendable				
	1. Revolving Cash (equals Object 9130)	9711			0.00
	2. Stores (equals Object 9320)	9712			0.00
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00
	4. All Others	9719			0.00
	b. Restricted	9740			0.00
	c. Committed				
	1. Stabilization Arrangements	9750			0.00
	2. Other Commitments	9760			0.00
	d. Assigned	9780			0.00
	e. Unassigned/Unappropriated				
	1. Reserve for Economic Uncertainties	9789			0.00
	2. Unassigned/Unappropriated Amount	9790M			0.00
3.	**Components of Ending Net Position (Accrual Basis only)**				
	a. Net Investment in Capital Assets	9796	3,315.98		3,315.98
	b. Restricted Net Position	9797			0.00
	c. Unrestricted Net Position	9790A	321,340.26	0.00	321,340.26

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	355,024.89		355,024.89
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	539,792.57		539,792.57
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	41,854.66		41,854.66
7. Other Current Assets	9340	30,388.00		30,388.00
8. Lease Receivable	9380	700,649.00		700,649.00
9. Capital Assets (accrual basis only)	9400-9489	3,315.98		3,315.98
10. TOTAL ASSETS		1,671,025.10	0.00	1,671,025.10
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	181,292.85		181,292.85
2. Due to Grantor Governments	9590			0.00
3. Current Loans	9640	149,171.55		149,171.55

4.	Unearned Revenue	9650	185,487.46		185,487.46
5.	Long-Term Liabilities (accrual basis only)	9660-9669	830,417.00		830,417.00
6.	TOTAL LIABILITIES		1,346,368.86	0.00	1,346,368.86
J.	**DEFERRED INFLOWS OF RESOURCES**				
1.	Deferred Inflows of Resources	9690			0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K.	**FUND BALANCE /NET POSITION**				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		324,656.24	0.00	324,656.24

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (If no amounts, indicate "NONE")		Capital Outlay	Debt Service	Total
a.	NONE	$			0.00
b.					0.00
c.					0.00
d.					0.00
e.					0.00
f.					0.00
g.					0.00
h.					0.00
i.					0.00
j.					0.00
	TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE		0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

	Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999	0.00
d.	Books and Supplies	4000-4999	0.00
e.	Services and Other Operating Expenditures	5000-5999	0.00
	TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.		None	
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a.	Total Expenditures (B8)	2,724,010.69
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	327,393.71
c.	Subtotal of State & Local Expenditures	2,396,616.98
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	3,724.02
	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f.	Less Supplemental Expenditures made as the result of a Presidentially	0.00

	Declared Disaster	
	TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE	$ 2,392,892.96
	[c minus d minus e minus f]	

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

CHARTER SCHOOL CERTIFICATION

Charter School Name:	Voices College-Bound Language Academy at West Contra Costa County
CDS #:	07-61796-0136903
Charter Approving Entity:	West Contra Costa Unified
County:	Contra Costa
Charter #:	1906

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

For County Fiscal Contact:	For Approving Entity:	For Charter School:
Robin Wood	Margarita Romo	Josh Kemp
Name	Name	Name
Manager, District Business Services	Charter School Financial Coordinator	School Finance Manager
Title	Title	Title
925-942-3409	510-307-7866	341-234-3627
Telephone	Telephone	Telephone
rwood@cccoe.k12.ca.us	margarita.romo@wccusd.net	jkemp@edtec.com
Email address	Email address	Email address

To the entity that approved the charter school:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____

Charter School Official

(Original signature required)

Printed Name: Aldo Ramirez Title: CEO

To the County Superintendent of Schools:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

Authorized Representative of Charter Approving Entity

(Original signature required)

Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____

County Superintendent/Designee

(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS

FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

Charter School Name:	Voices College-Bound Language Academy at West Contra Costa County
CDS #:	07-61796-0136903
Charter Approving Entity:	West Contra Costa Unified
County:	Contra Costa
Charter #:	1906

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X **Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)**

Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	2,465,304.00		2,465,304.00
Education Protection Account State Aid - Current Year	8012	51,360.00		51,360.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	959,587.00		959,587.00
Other LCFF Transfers	8091, 8097			0.00
Total, LCFF Sources		3,476,251.00	0.00	3,476,251.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		100,896.00	100,896.00
Special Education - Federal	8181, 8182		30,746.00	30,746.00
Child Nutrition - Federal	8220		90,082.65	90,082.65
Donated Food Commodities	8221			0.00
Other Federal Revenues	8110, 8260-8299			0.00
Total, Federal Revenues		0.00	221,724.65	221,724.65
3. Other State Revenues				
Special Education - State	StateRevSE		248,454.32	248,454.32
All Other State Revenues	StateRevAO	89,872.51	1,646,606.11	1,736,478.62
Total, Other State Revenues		89,872.51	1,895,060.43	1,984,932.94
4. Other Local Revenues				
All Other Local Revenues	LocalRevAO	108,701.95		108,701.95
Total, Local Revenues		108,701.95	0.00	108,701.95
5. TOTAL REVENUES		3,674,825.46	2,116,785.08	5,791,610.54
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	655,574.14	104,753.41	760,327.55
Certificated Pupil Support Salaries	1200	67,380.74	17,944.26	85,325.00
Certificated Supervisors' and Administrators' Salaries	1300	129,720.00		129,720.00
Other Certificated Salaries	1900			0.00
Total, Certificated Salaries		852,674.88	122,697.67	975,372.55
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	152,162.96	575,480.92	727,643.88
Noncertificated Support Salaries	2200	0.00	66,312.93	66,312.93
Noncertificated Supervisors' and Administrators' Salaries	2300	57,982.59	140,873.66	198,856.25
Clerical, Technical and Office Salaries	2400	107,680.63	7,914.87	115,595.50
Other Noncertificated Salaries	2900	26,296.29	38,180.65	64,476.94
Total, Noncertificated Salaries		344,122.47	828,763.03	1,172,885.50

Description	Object Code	Unrestricted	Restricted	Total
3. Employee Benefits				
STRS	3101-3102			0.00
PERS	3201-3202			0.00

	OASDI / Medicare / Alternative	3301-3302	91,735.28	65,354.58	157,089.86
	Health and Welfare Benefits	3401-3402	60,266.68	10,449.59	70,716.27
	Unemployment Insurance	3501-3502	7,461.97	4,744.48	12,206.45
	Workers' Compensation Insurance	3601-3602	13,632.78	2,956.19	16,588.97
	OPEB, Allocated	3701-3702			0.00
	OPEB, Active Employees	3751-3752			0.00
	Other Employee Benefits	3901-3902	7,430.94	20,270.80	27,701.74
	Total, Employee Benefits		180,527.65	103,775.64	284,303.29
4.	Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100		33,924.53	33,924.53
	Books and Other Reference Materials	4200			0.00
	Materials and Supplies	4300	54,768.54	29,968.73	84,737.27
	Noncapitalized Equipment	4400	71,398.25	1,266.68	72,664.93
	Food	4700	33,176.68	156,650.92	189,827.60
	Total, Books and Supplies		159,343.47	221,810.86	381,154.33
5.	Services and Other Operating Expenditures				
	Subagreements for Services	5100			0.00
	Travel and Conferences	5200	15,083.49		15,083.49
	Dues and Memberships	5300	13,149.05		13,149.05
	Insurance	5400	22,316.64	12,946.07	35,262.71
	Operations and Housekeeping Services	5500	35,441.56	8,373.54	43,815.10
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	40,970.67	515,004.00	555,974.67
	Transfers of Direct Costs	5700-5799			0.00
	Professional/Consulting Services and Operating Expend.	5800	1,478,423.47	673,710.56	2,152,134.03
	Communications	5900	493.80		493.80
	Total, Services and Other Operating Expenditures		1,605,878.68	1,210,034.17	2,815,912.85
6.	Capital Outlay				
	(Objects 6100-6170, 6200-6500 modified accrual basis only)				
	Land and Land Improvements	6100-6170			0.00
	Buildings and Improvements of Buildings	6200			0.00
	Books and Media for New School Libraries or Major				
	Expansion of School Libraries	6300			0.00
	Equipment	6400			0.00
	Equipment Replacement	6500			0.00
	Lease Assets	6600			0.00
	Subscription Assets	6700			0.00
	Depreciation Expense (accrual basis only)	6900	12,554.02		12,554.02
	Amortization Expense - Lease Assets	6910			0.00
	Amortization Expense - Subscription Assets	6920			0.00
	Total, Capital Outlay		12,554.02	0.00	12,554.02
7.	Other Outgo				
	Tuition to Other Schools	7110-7143			0.00
	Transfers of Pass-Through Revenues to Other LEAs	7211-7213			0.00
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			0.00
	Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			0.00
	All Other Transfers	7281-7299			0.00
	Transfers of Indirect Costs	7300-7399			0.00
	Debt Service:				
	Interest	7438	706.00		706.00
	Principal (for modified accrual basis only)	7439			0.00
	Total Debt Service		706.00	0.00	706.00
	Total, Other Outgo		706.00	0.00	706.00
8.	TOTAL EXPENDITURES		3,155,807.17	2,487,081.37	5,642,888.54
	Description	**Object Code**	**Unrestricted**	**Restricted**	**Total**
C.	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)**		519,018.29	(370,296.29)	148,722.00

D.	**OTHER FINANCING SOURCES / USES**				
1.	Other Sources	8930-8979			0.00
2.	Less: Other Uses	7630-7699			0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	(370,296.29)	370,296.29	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		(370,296.29)	370,296.29	0.00
E.	**NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)**		148,722.00	0.00	148,722.00
F.	**FUND BALANCE / NET POSITION**				
1.	Beginning Fund Balance/Net Position				
	a. As of July 1	9791	2,170,227.17		2,170,227.17
	b. Adjustments/Restatements	9793, 9795	43,627.00		43,627.00
	c. Adjusted Beginning Fund Balance /Net Position		2,213,854.17	0.00	2,213,854.17
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		2,362,576.17	0.00	2,362,576.17
	Components of Ending Fund Balance (Modified Accrual Basis only)				
	a. Nonspendable				
	1. Revolving Cash (equals Object 9130)	9711			0.00
	2. Stores (equals Object 9320)	9712			0.00
	3. Prepaid Expenditures (equals Object 9330)	9713			0.00
	4. All Others	9719			0.00
	b. Restricted	9740			0.00
	c. Committed				
	1. Stabilization Arrangements	9750			0.00
	2. Other Commitments	9760			0.00
	d. Assigned	9780			0.00
	e. Unassigned/Unappropriated				
	1. Reserve for Economic Uncertainties	9789			0.00
	2. Unassigned/Unappropriated Amount	9790M			0.00
3.	**Components of Ending Net Position (Accrual Basis only)**				
	a. Net Investment in Capital Assets	9796	51,259.15		51,259.15
	b. Restricted Net Position	9797			0.00
	c. Unrestricted Net Position	9790A	2,311,317.02	0.00	2,311,317.02

Description	Object Code	Unrestricted	Restricted	Total
G. ASSETS				
1. Cash				
In County Treasury	9110			0.00
Fair Value Adjustment to Cash in County Treasury	9111			0.00
In Banks	9120	1,781,432.40		1,781,432.40
In Revolving Fund	9130			0.00
With Fiscal Agent/Trustee	9135			0.00
Collections Awaiting Deposit	9140			0.00
2. Investments	9150			0.00
3. Accounts Receivable	9200	1,085,846.63		1,085,846.63
4. Due from Grantor Governments	9290			0.00
5. Stores	9320			0.00
6. Prepaid Expenditures (Expenses)	9330	72,418.16		72,418.16
7. Other Current Assets	9340	105,000.25		105,000.25
8. Lease Receivable	9380	2,712,724.00		2,712,724.00
9. Capital Assets (accrual basis only)	9400-9489	51,259.15		51,259.15
10. TOTAL ASSETS		5,808,680.59	0.00	5,808,680.59
H. DEFERRED OUTFLOWS OF RESOURCES				
1. Deferred Outflows of Resources	9490			0.00
2. TOTAL DEFERRED OUTFLOWS		0.00	0.00	0.00
I. LIABILITIES				
1. Accounts Payable	9500	108,048.42		108,048.42

2.	Due to Grantor Governments	9590			0.00
3.	Current Loans	9640			0.00
4.	Unearned Revenue	9650	206,972.00		206,972.00
5.	Long-Term Liabilities (accrual basis only)	9660-9669	3,131,084.00		3,131,084.00
6.	TOTAL LIABILITIES		3,446,104.42	0.00	3,446,104.42
J.	**DEFERRED INFLOWS OF RESOURCES**				
1.	Deferred Inflows of Resources	9690			0.00
2.	TOTAL DEFERRED INFLOWS		0.00	0.00	0.00
K.	**FUND BALANCE /NET POSITION**				
	Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)				
	(must agree with Line F2)		2,362,576.17	0.00	2,362,576.17

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a.	NONE	$		0.00
b.				0.00
c.				0.00
d.				0.00
e.				0.00
f.				0.00
g.				0.00
h.				0.00
i.				0.00
j.				0.00
	TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

	Objects of Expenditures		Amount (Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	
c.	Employee Benefits	3000-3999	
d.	Books and Supplies	4000-4999	
e.	Services and Other Operating Expenditures	5000-5999	
	TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

	Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a.		None	
b.			
c.			
d.			
	TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		0.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a.	Total Expenditures (B8)	5,642,888.54
b.	Less Federal Expenditures (Total A2)	
	[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	221,724.65
c.	Subtotal of State & Local Expenditures	5,421,163.89
	[a minus b]	
d.	Less Community Services	0.00
	[L2 Total]	
e.	Less Capital Outlay & Debt Service	13,260.02

	[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]		
f.	Less Supplemental Expenditures made as the result of a Presidentially Declared Disaster		0.00
	TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e minus f]	$	5,407,903.87